



MEREDITH  
COLLEGE

Graduate Catalogue and  
Student Handbook | 2009-10



# The John E. Weems Graduate School at Meredith College

**Master of Business Administration**

**Master of Education**

**Master of Arts in Teaching**

**Master of Science in Nutrition**

**Dietetic Internship**

*Volume 17*

*2009–10*


The John E. Weems Graduate School intends to adhere to the rules, regulations, policies and related statements included herein, but reserves the right to modify, alter or vary all parts of this document with appropriate notice and efforts to communicate these matters.

Meredith College does not discriminate in the administration of its educational and admissions policies, scholarship and loan programs, athletic and other school-administered programs or in access to its programs and activities on the basis of race, creed, sexual orientation, national or ethnic origin, gender, age or disability.



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## President's Message: Maureen A. Hartford, Ed.D.



Education is about opening minds to new perspectives and possibilities. We are pleased that you have selected Meredith College as the place to pursue your academic aspirations. We know that the decision to go to graduate school has required significant sacrifices in both your personal and work life. Our commitment is to provide the educational environment and resources to make your time at Meredith worth the sacrifices.

At a time when our nation and our world face immense challenges and uncertainties, it is more important than ever for each of us to develop our critical thinking skills to be able to evaluate each situation and develop thoughtful, pragmatic solutions. Pursuing a graduate degree — applying concepts learned in the classroom to the real-life work in one's field and participating in meaningful discussions with classmates — develops those skills and prepares you for intellectual exploration across a broad range of issues.

At Meredith, we believe the best education lasts a lifetime. As you engage in your studies at the John E. Weems Graduate School, you will notice the impact of your new insights and perspectives in your professional and personal life almost immediately. I feel confident in my prediction that your appreciation for your graduate experience will continue to grow stronger over time, throughout your life.

We accept the challenge, responsibility and privilege of helping you become the person you want to be: educated, confident, compassionate and successful.

A handwritten signature in black ink that reads "Maureen A. Hartford". The signature is written in a cursive, flowing style.



# Overview

Founded by the Baptist State Convention of North Carolina in 1981, Meredith College is now a private, independent college for women located in Raleigh, North Carolina. Approximately 2,000 undergraduate students benefit from a rigorous academic program in the humanities, arts and sciences combined with diverse majors and concentrations that prepare them for careers and for graduate and professional studies. The College also serves several hundred women and men through the John E. Weems Graduate School and the non-credit offerings of its post-baccalaureate and community outreach programs. Meredith is committed to learning for life in all its dimensions. Its location in North Carolina's vibrant capital city and famed Research Triangle Area offers many opportunities and benefits for students, faculty and staff.

## Mission

In educating women to excel, Meredith College fosters in students integrity, independence, scholarship, and personal growth. Grounded in the liberal arts, the college values freedom and openness in the pursuit of truth and, in keeping with its Christian heritage, seeks to nurture justice and compassion.

Meredith endeavors to create a supportive and diverse community in which undergraduate and graduate students learn from the past, prepare for the future, and grow in their understanding of self, others, and community. To these ends, Meredith strives to develop in students the knowledge, skills, values, and global awareness necessary to pursue careers, to assume leadership roles, to continue their education, and to lead responsible lives of work, citizenship, leisure, learning, and service.

## History of the College

The rich heritage enjoyed by the Meredith student of today began in 1835 when, at a session of the Baptist State Convention, the idea of a university for women was conceived. Thomas Meredith, founder and editor of the *Biblical Recorder*, was named to chair the first committee and was a member of subsequent ones that kept the concept alive. In 1838 he urged his fellow Baptists to institute a "school [to] be modeled and conducted on strictly religious principles, but that it should be, as far as possible, free from sectarian influence." Baptist Female University was chartered by the legislature of North Carolina in 1891; the institution opened on September 27, 1899, and achieved a first-year enrollment of 220 students in its preparatory, baccalaureate, and master's programs. Its first graduating class of ten women, who became known as "The Immortal Ten," received their degrees in 1902; one was awarded a M.A. degree and nine received B.A. degrees.

In 1905, the name of the institution was changed to Baptist University for Women. In 1909, the Trustees approved re-naming the institution Meredith College in honor of the leader whose persistence

helped make it a reality. The State of North Carolina approved the revised Charter in 1911, the same year that the institution deleted its offering of the master's degree. Elimination of its preparatory department was completed in 1917. Programs at the master's level were offered again in 1983, and in 1988, the Graduate Studies Program at Meredith was named the John E. Weems Graduate School in honor of Meredith's sixth president.

In February 1997, the Meredith College Board of Trustees voted to become a self-perpetuating body in order to maintain the independence, identity, and integrity of the institution. As an independent institution the College has moved from a fraternal, voluntary relationship to a historical relationship with the North Carolina Baptist State Convention. The College continues to avow its Christian heritage while affirming the value of religious diversity.

The campus, originally located near the capitol of North Carolina, was moved to its present west Raleigh site, with students reporting to the new campus in January 1926. Over the years it has grown from a single building in downtown Raleigh to a 225-acre campus that not only accommodates the Meredith community and its educational programs but also serves the public in many ways.

Meredith's seven presidents have been James Carter Blasingame, 1899–1900; Richard Tilman Vann, 1900–1915; Charles Edward Brewer, 1915–1939; Carlyle Campbell, 1939–1966; Earl Bruce Heilman, 1966–1971; Craven Allen Burris (Acting), September–December 1971; John Edgar Weems, January 1972–1999; and Maureen A. Hartford, 1999–present.

## The John E. Weems Graduate School Mission Statement and Guiding Principles

### Mission Statement

The mission of graduate programs at Meredith College is to provide:

- student-centered educational experiences for men and women from diverse backgrounds
- curricula that are relevant to professional preparation and advancement of individual goals
- academically challenging learning in an environment that emphasizes critical thinking, leadership and application of theoretical knowledge in practical settings
- collaborative faculty/student relationships in education and research.

### Guiding Principles

- We provide programs that are consistent with the mission of the College.
- We encourage relationships with the larger community.

- We promote diversity, mutual respect and inclusiveness.
- We encourage involvement, teamwork, shared purpose and commitment.
- We expect ethical behavior among our students, faculty, staff and community partners.

## Graduate Programs

The John E. Weems Graduate School of Meredith College offers four master's degree programs:

- Master of Business Administration (M.B.A.)
- Master of Education with concentrations in AIG, elementary education, English as a Second Language (ESL), reading, or special education (general curriculum)
- Master of Arts in Teaching with elementary education or special education (general curriculum)
- Master of Science in Nutrition

Also offered is a post-baccalaureate Dietetic Internship accredited by the Commission on Accreditation for Dietetic Education of the American Dietetic Association.

## Statement of Honor

In keeping with the traditions of honor at Meredith College and the John E. Weems Graduate School, all graduate students are expected to demonstrate personal integrity in their work and actions. By accepting admission to the Graduate School, students acknowledge and agree to adhere to the Honor Code.

We, the Meredith community, are committed to developing and affirming in each student a sense of personal honor and responsibility. Uncompromising honesty and forthrightness are essential elements of this commitment.

## Faculty

Faculty who choose a career at Meredith embrace teaching, advising and mentoring as their highest professional priorities. Effectiveness in these roles also demands ongoing study, research and various forms of professional involvement. Balancing these numerous functions, professors model intellectual inquiry for students and bring the best of their disciplines to the curriculum.

Meredith faculty participate in the leadership of the college, serving on committees, writing grants and helping to envision and plan for growth and change. They serve the Triangle area community and its religious institutions through a range of volunteer efforts.

## Diversity and Openness: Meredith's Nondiscrimination Policies

In all of its interactions and endeavors, the Meredith College community not only respects the diversity of its members but also wel-

comes students and employees of any age, race, creed, national or ethnic origin and sexual orientation. Diversity is essential to the education of those who will manage, lead and creatively shape the professions they enter. The college does not discriminate on the basis of age, race, creed, national or ethnic origin or sexual orientation in administration of its educational policies, admissions policies, scholarship and loan programs, or athletic and other school-administered programs.

College policies and administrative practices also accommodate the needs of students with disabilities. The college does not discriminate in admission or access to its programs and activities on the basis of disability as defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Inquiries may be directed to the disabilities services coordinator in the Counseling Center in Carroll Hall, 760-8427, or [DisabilitiesServices@meredith.edu](mailto:DisabilitiesServices@meredith.edu) or the Americans with Disabilities Act Coordinator, the dean of students, in the Student Development Office in the Park Center, 760-8521.

## Accreditation

Meredith College is accredited by the Commission on Colleges of the Southern Association of Colleges and School to award baccalaureate and masters degrees. Contact the Commission on Colleges at 1866 Louthern Lane, Decatur, GA 30033-4097 or call (404) 679-4500 for questions about the accreditation of Meredith College.

The Commission should be contacted only if there is evidence that appears to support an institution's significant non-compliance with a requirement or standard.

## PROGRAM ACCREDITATIONS AND APPROVALS

The College maintains the following program accreditations:

- Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association. The Didactic Program in Dietetics and the postbaccalaureate Dietetic Internship Program are accredited by the Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association (Jackson Blvd., Chicago, IL 60606-6995, telephone (312) 399-4876).

- National Council for Accreditation of Teacher Education (NCATE)

The college has approval of programs from the following agencies:

- North Carolina Department of Public Instruction (initial and advanced teacher licensure programs)

# Graduate Admissions

## Graduate Studies Office

### Park Center

Open weekdays 8 a.m. – 5 p.m.

Evenings by appointment

919-760-8423; FAX 919-760-2898

Email: [graduate@meredith.edu](mailto:graduate@meredith.edu)

[www.meredith.edu/graduate](http://www.meredith.edu/graduate)

The John E. Weems Graduate School seeks to enroll students who will not only benefit from a particular graduate program, but who will also contribute to the classroom discussion based on their own experience. Applicants must have successfully completed a bachelor's degree program from a regionally accredited four-year institution. Each applicant is evaluated by an admissions committee on the basis of baccalaureate-level preparation, undergraduate grade point average, standardized test scores, work experience, recommendation forms and other criteria established by the specific departments.

Each Meredith graduate student has up to six years from the time of initial enrollment in graduate-level courses to complete the requirements for the degree. If the requirements are not completed within six years, the student's admission will be terminated.

Admission may be granted to a degree-seeking student who has applied for admission to one of the graduate programs, but still needs to fulfill the departmental prerequisite criteria. In this case, the student must successfully complete any prerequisites, as determined by the Program Director.

## Application Procedures

To be considered for admission to a graduate program (with the exception of the MAT Program), all application materials must be submitted to the Graduate School by:

- **July 1** for fall admission beginning in August
- **November 1** for spring admission beginning in January
- **April 1** for summer admission beginning in May.
- **March 15** for early decision MAT fall cohort.
- **June 1** for MAT fall cohort admissions beginning in August.

Graduate application materials may be obtained online at [www.meredith.edu/graduate](http://www.meredith.edu/graduate) or by contacting the Graduate Studies Office at:

Meredith College

The John E. Weems Graduate School

3800 Hillsborough Street

Raleigh, North Carolina 27607-5298

Telephone: 919-760-8423

Fax: 919-760-2898

Email: [graduate@meredith.edu](mailto:graduate@meredith.edu)

The program-specific materials listed below must be submitted to the Graduate Studies Office by the appropriate deadline in order for an application to be considered complete.

See the Dietetic Internship program section of this catalogue for DI application procedures on page 30.

## Requirements for Admission

### MASTER OF BUSINESS ADMINISTRATION

- Application and non-refundable \$60 application fee
- Official transcripts from all colleges and universities attended, in sealed envelopes.
- Two completed recommendation forms, in sealed envelopes, from people with knowledge of the applicant's professional work or ability
- Official report of scores of the Graduate Management Admissions Test® (GMAT®), mailed directly from GMAC (minimum score of 400 required)
- Resume or C.V. (Applicants are required to have a minimum of two years post-baccalaureate professional work experience. This policy does not apply to students in the BS/MBA option for Accounting or may be waived by the Dean of the School of Business as deemed appropriate.)
- Responses to essay questions

*Once a complete application has been received, the applicant may be contacted to schedule an interview. Admission decisions are based on a combination of factors, including but not limited to satisfying the minimum GMAT score requirement.*

### MASTER OF EDUCATION AND ADD-ON LICENSURE PROGRAMS

- Application and non-refundable \$60 application fee
- Official transcripts from all colleges and universities attended, in sealed envelopes.
- Two completed recommendation forms, in sealed envelopes, from people with knowledge of the applicant's professional work or ability
- Official report of scores of the Graduate Record Examinations® (GRE®), mailed directly from the Educational Testing Service, or official mailed scores from the Miller Analogies Test (MAT)
- Statement of work experience (resume or C.V.)
- Copy of teaching license
- Responses to essay questions

*Once a complete application has been received, the applicant may be contacted to schedule an interview.*

**MASTER OF ARTS IN TEACHING**

- Application and non-refundable \$60 application fee
- Official transcripts from all colleges and universities attended, in sealed envelopes with institution's seal over the flap.
- Two completed recommendation forms, in sealed envelopes, from professionals who can speak to your work ethic
- Official report of scores of the Graduate Record Exam (GRE), mailed directly from the Educational Testing Service minimum score requirement of 1000 combined verbal and quantitative
- Statement of Work Experience (resume or C.V.)
- Responses to essay questions

*Once a complete application has been received, the applicant may be contacted to schedule an interview.*

**MASTER OF SCIENCE IN NUTRITION**

- Application and non-refundable \$60 application fee
- Official transcripts from all colleges and universities attended, in sealed envelopes with institution's seal over the flap.
- Two completed recommendation forms, in sealed envelopes, from people with knowledge of the applicant's professional work or ability
- Official report of scores of the Graduate Record Examinations® (GRE®), mailed directly from the Educational Testing Service
- Statement of work experience (resume or C.V.)
- Responses to essay questions

*Once a complete application has been received, the applicant may be contacted to schedule an interview.*

**International and Permanent Resident Applicants**

*International and permanent resident applicants must also submit:*

- If the original transcripts are not from an Accredited American University, a certified translation into English is required. In addition, a course-by-course evaluation of the applicant's academic documents compiled by an independent academic credential evaluation provider will be requested for any post-secondary work or Commonwealth advanced level examinations taken outside of the United States. Meredith recommends World Education Services, Inc. (WES) for this service; other independent evaluators may be used with prior approval from Meredith. Applications for these evaluations can be obtained from the Meredith Graduate Office of Admissions, or from the WES website ([www.wes.org](http://www.wes.org)). WES, like other evaluators, requires a fee from the applicant for processing applications.
- Test of English as a Foreign Language (TOEFL) scores, mailed directly from the Educational Testing Service (ETS). Scores must not be more than one year old, unless the student has been enrolled full-time in an accredited American college or university in the interim.

Except in cases where English is their native language, international applicants must submit satisfactory TOEFL scores. The TOEFL Bulletin of Information is available at American embassies and consulates, or can be obtained by writing: TOEFL, CN 6155, Princeton, New Jersey 08541-6155, or online at [www.ets.org](http://www.ets.org).

International students must also present copies of the following forms to the Graduate Studies Office:

- Passport
- Visa
- I-94 card, Arrival/Departure Record
- I-20
- Alien Registration Number (permanent resident only)
- Financial statement showing resources for a one year period
- Proof of health insurance

Applicants holding F-1 visas must list the school or college they have permission to attend and submit a copy of their current I-20 form. The College will assist them in the preparation of a new I-20 form, if applicable. Admission of a foreign student who requires an F-1 visa is conditional until the proper visa is obtained. A student must be admitted to the graduate program to receive an I-20.

**Non-Degree, Post-Baccalaureate Study**

An individual with a bachelor's degree from a regionally-accredited four-year college or university may enroll in graduate courses without being admitted to a degree program (excludes MAT Program). The following must be submitted to enroll as a Post-Baccalaureate Study (PBS) student:

- Application and non-refundable \$25 application fee
- Official transcripts from all colleges and universities attended, in sealed envelopes.
- For MBA program, a current resume is also required.

A maximum of six graduate-level credit hours taken in this manner may be applied toward graduate degree requirements at Meredith. In the MBA program, PBS students may enroll in 500-level courses only. PBS students may register for classes only after degree-seeking students are registered. If a PBS student decides to apply to be a degree candidate, all requirements for admission must be met, including the \$60 non-refundable application fee.

Women may take prerequisite courses in Meredith's undergraduate classes as PBS students. Both women and men may take the Foundations courses for the MBA program as PBS students.

**Visiting Students**

A student who has authorization for credit at Meredith from another college may register for one or two courses with credit. The statement of authorization should be sent to the registrar. The student registers in the Office of the Registrar on the opening day

of the term. The following must be submitted to enroll as a visiting student:

- Application and non-refundable \$25 application fee
- Letter from a representative of the school to which applicant plans to transfer credit, stating that the student has permission to take specified courses at Meredith College.

The visiting student must request that the registrar at Meredith send a copy of the transcript to the originating school when the course(s) is/are completed. Acceptance of visiting students must be approved by the Program Director.

### Admission Tests

In order for a degree application to be considered complete, the appropriate official report of scores must be received by the Graduate Studies Office. Whether an applicant chooses to prepare via self-study or take a preparatory course, sufficient time should be allowed to prepare for an admission test. **Applicants should indicate Code No. 5410 for Meredith College on the test registration form so that an official report will be sent to Meredith College.** Allow a minimum of three weeks for the official report to be mailed from the testing center.

The Graduate Management Admission Test® (GMAT®) and Graduate Record Examinations® (GRE®) tests are administered as computer adaptive tests (CATs) throughout North America and at many international sites. These tests measure general verbal, mathematical and analytical writing skills. The Miller Analogies Test (MAT) is an analytic ability test requiring the solution of problems stated as verbal analogies, with a few quantitative analogies. The MAT is intended to assess the student's ability to recognize relationships between ideas, fluency in the English language and general knowledge of literature, philosophy, history, science, mathematics and fine arts. These tests are viewed as predictors of academic success in the first year of graduate school.

Applicants to Meredith's graduate program in Education or Nutrition who have previously earned a master's degree or a doctorate from a regionally-accredited United States college or university may choose not to take the admissions examination for that program (e.g., GRE® or MAT). Acceptance of an advanced degree in place of an admissions examination does not guarantee admission to a program. Applicants to the Master of Arts in Teaching Program must submit GRE scores. The Miller Analogies Test will not be accepted.

An applicant to Meredith's Master of Science in Nutrition program who has successfully (received all As or Bs) completed his or her academic coursework for Meredith's Dietetic Internship, may request in writing that s/he be allowed to substitute this academic work, along with a recommendation from his or her DI supervisor, for the GRE®.

The GMAT® is required for all MBA applicants.

#### Graduate Management Admission Test® (GMAT®)

GMAC  
Attn: GMAT® Program  
1600 Tyson's Blvd.  
Suite 1400  
McLean, VA 22102  
www.mba.com  
Phone: 1-800-717-GMAT

#### Graduate Record Examinations® (GRE®)

GRE-ETS  
P.O. Box 6000  
Princeton, New Jersey 08541-6000  
www.gre.org  
Phone: 1-866-473-4373

#### Miller Analogies Test (MAT)

Harcourt Assessment, Inc.  
Miller Analogies Test  
PSE Customer Relations, Attn: Customer Service  
P.O. Box 599700  
San Antonio, Texas 78259  
www.milleranalogies.com  
Phone: 1-800-211-8378

### Notification of Admission

Applicants are notified of admission status in writing by the Graduate Studies Office upon completion of the review process by the Admissions Committee. To accept the offer of admission and to be able to register, a new student must return a Confirmation Form and a non-refundable deposit of \$100 to the Graduate Studies Office by the date specified in the admissions letter. This deposit will be applied toward the student's first tuition bill.

# Graduate Academic Policies

## Honor and Integrity

Meredith students are responsible for ensuring that the Honor System is upheld at all times. Any dishonorable action will be regarded as a violation of the Honor Code. In particular, students must refrain from cheating, stealing, lying or plagiarizing (see a complete list of Honor Code violations below).

If a student is aware of a violation by another student, s/he should call that student's attention to the violation and ask that the student turn him- or herself in. If the student refuses, the observer must decide on the basis of his or her conscience whether or not to report the student whom s/he believes has violated the honor code.

1. Students should report themselves or be reported to a faculty member, coordinator or director of their graduate program. A faculty member who observes students in violation of the honor code should confront them.
2. Upon receiving such a report or making such an observation, the faculty member should notify the Dean of the School.
3. The Dean will convene a Graduate Honor Council composed of a student representative, a faculty member and a member of the Graduate Studies Committee. The Dean will not sit on the Graduate Honor Council. The Graduate Honor Council will hear the facts of the case from the accused, the accuser (if any) and the faculty member. The Graduate Honor Council recommends penalties, if any, and reports them to the Dean.
4. The Dean will notify the accused student of the findings of the Graduate Honor Council and ensure that any penalties are enforced.
5. If s/he wishes, the student may file a written appeal of the ruling to the Dean of the School within 14 days of receiving notice of the findings.
6. Should the student wish to appeal further, s/he may do so within seven (7) days to the Vice President of Academic Programs. A final appeal may be made in writing within seven (7) days to the President of the College, whose ruling is final.

*Note: Penalties resulting from cases involving academic dishonesty do not preclude the right of the faculty member to levy an academic penalty that s/he deems appropriate.*

### Description of Honor Code Violations

The Honor Council acts on violations of the Honor Code. Violations of the Honor Code include, among others

- Academic dishonesty, including, but not limited to:
  1. Unauthorized copying, collaboration, or acceptance of assistance in the preparation of written work or laboratory work
  2. Plagiarism—which is defined as the intentional representation of another person's words, thoughts, or ideas as one's own;
  3. The use of notes, books, or other unauthorized aids on examinations;

4. Stating that assignments are completed when they are not (i.e., parallel readings);
  5. Aiding and abetting a dishonest action of another student.
  6. Falsification of data
- Theft or misuse of, or damage to any personal property on institutional premises, any academically related personal property wherever located, or any college property.
  - Violation of any college policies as set forth in this Student Handbook.
  - Alteration, forgery, falsification, abuse, or fraudulent misuse of college documents, records, or identification cards.
  - Violation of rules governing the residence halls, the health center, the library, the dining hall, and other college owned, operated or regulated property.
  - Conduct resulting in physical or psychological harm to another or which otherwise threatens or endangers the health or safety of any such person.
  - Intentional disruption or obstruction of teaching, research, administration, disciplinary procedures, or other college activities, operation or functions, including the failure to appear before college officials or disciplinary bodies when directed to do so.
  - Disorderly conduct on College-owned, -operated, or -controlled property or at college-sponsored functions.
  - Disorderly conduct shall include acts which violate the rights of others, which tend to breach the peace, or which are deemed lewd, indecent, or obscene.
  - Possession of firearms or other weapons on College property or at College-sponsored functions.
  - Unauthorized entry into or occupation of, or trespass upon college facilities or property.
  - Unauthorized use of the name of the College or the names of member organizations in the College community.
  - Intentional abuse of a position of trust or responsibility within the College community.
  - Furnishing of false information, with intent to deceive, to members of the College community who are acting in the exercise of their official duties.
  - Failure to follow directions given by College officials or staff members in the exercise of their official duties.
  - Any violation of federal, state, or local law if such directly affects the College's pursuit of its proper educational purposes.
  - Failure to abide by sanctions or penalties properly imposed by the College or disciplinary bodies.
  - Aiding or abetting any violation of the Honor Code. Any other conduct which is undesirable or unacceptable, or interferes with or threatens the College's ability to fulfill its educational purposes.

*NOTE: A student may be accused of more than one violation as a result of a single incident. Ignorance of a rule or regulation shall not be accepted as a defense by the Honor Council.*

Registration and Course Credit

Choice of Catalogue

Students are subject to the degree requirements and policies described in the Graduate Catalogue that is in effect when they first enroll, or any subsequent catalogue published during their time of study. A student who is approved for readmission to the College after an absence of more than one year will comply with the requirements either of the catalogue under which s/he is readmitted or those of a subsequent catalogue. Exceptions may be necessary in order to conform to standards of outside accrediting agencies.

Registration

New and continuing students work directly with their Program Director/Advisor for individual academic advising. Once the student has been advised he or she may use WebAdvisor to register online during the preregistration period. A degree-seeking student who is enrolled in six graduate credit hours per semester is defined as a full-time graduate student.

Dropping/Adding a Course

A student may add or drop a course or change sections only during the first five calendar days of the semester. The student may use WebAdvisor to do so online or make the changes with the program advisor. The student may add a course if space is available, or with the approval of the program advisor.

For courses that begin later in the semester the student may add or drop that course up until the beginning of the second class period.

Leave of Absence (LOA)

Students who wish to interrupt their graduate study for one semester or more (up to one year) should notify their Program Director/Advisor of their intent, sign a Leave of Absence form, and submit it to the Registrar's Office. They may later return to the program with the same status they held at the time of their departure and under the same catalogue. This policy does not change the six-year time limit (starting when the student originally entered the program) required for completion of the graduate degree. For a Leave of Absence request to be considered, the student must be in good standing financially, academically and socially. LOA forms can be obtained from the Registrar's website.

Withdrawal

A student who wishes to withdraw permanently from the program must submit an official Withdrawal Form signed by his or her Program Director/Advisor to the Graduate Studies Office. Withdrawal forms can be obtained from the Registrar's website.

Students who withdraw and then want to return to school must re-apply to the program.

A student who does not wish to complete a course for which s/he is enrolled must withdraw officially through the Registrar's office. If a student drops out of the class and fails to withdraw officially, s/he

will be treated as if s/he were still in the course, and a grade will be recorded accordingly.

If a student withdraws, is dismissed, or is granted a leave of absence from Meredith before the end of a semester, s/he is responsible for the following percentage of the full semester tuition:

*Student must pay:*

Up to and including the 5th calendar day of the semester	0%
6th through 10th calendar day of the semester	20%
11th through 20th calendar day of the semester	40%
After 20th calendar day of the semester	100%

Any refund due will be mailed from the Accounting Office to the student after the withdrawal or leave of absence paperwork has been processed.

Transfer Credit and Credit from Other Programs

Cooperating Raleigh Colleges (CRC) Credit

Meredith, Peace and St. Augustine's Colleges, and North Carolina State and Shaw Universities form a consortium through which these schools provide their collective educational resources to students at each of the five institutions. Under this agreement, full-time Meredith graduate students may take courses at any of the other four schools.

A student who wishes to register for a course at one of the CRC schools should obtain a special request form from the Registrar's Office and must secure the approval of their advisor. Except under unusual circumstances, approval will be given only for those courses not available at Meredith.

Written appeals to an advisor's decision should be submitted to Dean of the school. Prerequisite courses may also be taken through CRC with the prior approval of the student's advisor. All CRC graduate courses are considered transfer credit.

Transfer Credit

Requests for transfer of graduate credit from another regionally-accredited institution must be evaluated and approved by the school. Depending on the degree requirements and the course content, the school reserves the right to deny its transfer. Requests for transfer of credit should be accompanied by an official transcript(s), course descriptions and syllabi. Courses taken at Cooperating Raleigh Colleges are considered transfer credit. Only six hours of transfer credit may be applied to a graduate degree program at Meredith College. **All transfer courses must carry a grade of B or better.** MBA students may only transfer courses with written permission from the Director of the MBA Program.

Distance Learning Credit

The Graduate School will not apply toward a degree more than three credit hours from distance learning instruction, which includes correspondence, television or Internet courses, whether taken at

Meredith or at another institution. Each program reserves the right to evaluate the nature of any such course. Whether presented as an admission credential or taken after admission to the program, any distance learning credit must be earned at a regionally-accredited institution and must be evaluated and approved by the program. Distance learning instruction from another institution is considered transfer credit.

## Academic Status and Grades

### Grade Changes and Corrections

A professor may make grade changes in consultation with the Department Head or Dean. Grades may not be changed later than the last class day in the semester following the term during which the course was taken. After a grade has been given, the grade cannot be changed on the basis of additional assignments completed after the semester is over (does not apply to an I grade).

### Academic Warning and Probation

A student who earns one grade of C will receive a letter of academic warning from the Program Director. The student will be required to meet or confer with the Program Director to review the circumstances and to receive counsel and guidance that may apply to those circumstances.

A student who earns two C grades will be placed on probation, notified in writing by the Program Director and required to meet or confer with her or him.

A student who earns three C grades will be automatically dropped from the graduate program. The student will be notified in writing.

### Appeals Process

Students who are experiencing academic problems either with a grade or other conditions of the course should first discuss the matter with the professor. It is the professor's responsibility to explain fully all grades and requirements of the course. If the problem is not resolved, the student or professor should consult the Program Director. Students experiencing problems with program requirements or conditions of the program should first speak with the Program Director. The dean of the school shall be notified about any such matters. Should the problem still remain unresolved, the student may elect to file a formal appeal.

The student must appeal the grade within eight (8) weeks of receiving the grade or initially experiencing the problem. Grades may be appealed on the basis of a question concerning (1) clerical or numerical error or (2) personal bias or arbitrary grading. The student should prepare a written statement outlining the issue and submit the statement to the Program Director. The dean will convene an Academic Progress Committee composed of faculty who teach in the graduate program offering the course concerned. The student will be notified in writing within five (5) working days of the committee's decision.

Further appeal may be made in writing to the Dean of the School within 14 days of receiving the Academic Progress Committee's decision. If the matter is still not resolved, the student may make a final written appeal to the Vice President for Academic Affairs within seven (7) days of receiving the Dean's decision.

### Withholding Grades

All services in the Registrar's Office are contingent upon satisfactory college accounts and other obligations. Transcripts and grades may be withheld at the discretion of College officials for lack of payment of fees and fines, and for failure to complete other College obligations.

### Grading

Each professor is responsible for evaluating a student's performance in class. Using the official grading system, the professor decides the weight allotted to each aspect of students' work in the course. It is the obligation of the professor to explain, at the beginning of each semester, the various components of grading in the course and the criteria by which the final grade is determined. Students should have the opportunity to examine assignments they submit to understand the grades assigned to them.

*The following grading system applies to all graduate courses:*

<b>A</b>	<b>Excellent</b>
<b>B</b>	<b>Satisfactory</b>
<b>C</b>	<b>Low Passing</b>
<b>F</b>	<b>Failure</b>
<b>W</b>	<b>Withdrawal</b>
<b>I</b>	<b>Incomplete</b>
<b>Z</b>	<b>Interim grade</b>
<b>N</b>	<b>Missing grade</b>
<b>Au</b>	<b>Audit</b>
<b>NA</b>	<b>No Audit</b>
<b>T</b>	<b>Transfer Course</b>
<b>TR</b>	<b>Consortium Course taken through the Cooperating Raleigh Colleges (CRC)</b>
<b>NT</b>	<b>Consortium Course taken through the CRC but not transferable</b>

The I grade is given when a student and a professor have agreed that, for good reasons, the student cannot complete the course on time. The professor sets forth the requirement for completing the course during the next semester. These requirements should be clearly understood by both the professor and the student. An agreement between the two parties as to the work to be completed and the time it must be submitted must be filed in the Graduate Studies Office. All work must be completed no later than the final class day of the following semester, or the grade automatically becomes an F.

A Z grade will be assigned for a course that extends beyond a normal grading period. When the course is complete, the professor submits the grade to the Registrar's Office.

An N grade will be assigned at the discretion of the Registrar's Office when a professor has not turned in a grade. While there must be a

grade for each student in every course before the grade processing can begin, there are instances when processing must start before all grades have been reported. In these cases, the **N** grade will be assigned for any missing grade.

A student who receives an **F** grade will have her or his status automatically reviewed by the program. S/he will be notified within ten working days whether s/he will be allowed to continue the program and of the specific conditions of continuation, if applicable.

## Degree Requirements

### Academic Advising

Each graduate student will be assisted by the Program Director/Advisor in planning his or her program of study from beginning to completion.

### Graduate Degree Requirements

These requirements apply to all students who wish to receive a master's degree from the John E. Weems Graduate School:

- A student may not apply more than six hours of **C** grades toward her/his degree.
- A student must complete requirements for her/his degree within six calendar years. Under unusual circumstances, students may request an extension. The request must be made to the Department Head.
- A culminating activity, designed to integrate the knowledge, skills, competencies and values addressed in each program. Activities that meet this requirement are specified and administered by each program.
- A student who has completed all coursework toward the degree but still needs to complete other degree requirements must be registered for one hour per semester. This is accomplished by registering for course 800, which carries no graduate degree credit.
- Limits on the maximum number of graduate courses or hours that may be applied to the degree requirements are established by each program.
- A student may not apply more than six hours of transfer credit, including CRC credit, to a degree program.
- A student may not apply more than six hours of graduate credit taken at Meredith as a Post-Baccalaureate Study student toward degree requirements.
- All prerequisites and foundation courses must be completed with a grade of **C** or better.

### Special Studies

Special study options are designed to add flexibility to the curriculum and to provide professors and students the opportunity to experiment within the limitations of a tight curriculum.

This category includes individual study, special topics, off-campus

study (international and otherwise) and community internships. Members of the faculty or students who wish to use this category must obtain the approval of their advisor and Department Head or Dean.

## Graduation

### Graduation Procedures

Students who have finished their program's course requirements in the prior summer, fall, or in the spring, may participate in the spring commencement ceremony.

Students must file an Application for Diplomas form and pay a graduation fee, which includes the costs of the diploma and unlimited free transcripts from Meredith College. Intent to Graduate forms are available through the Registrar's office. Graduate students must purchase, from Meredith's Supply Store, a traditional black gown and a hood in the color representing their field of study.

## Access to Education Records

### FERPA

FERPA, the Family Educational Rights and Privacy Act of 1974, is a federal law requiring Meredith College and other educational institutions to protect the confidentiality of student education records. Meredith College has adopted the policies outlined below to comply with the law, inform students of their privacy rights and protect student education records.

Although student education records are protected, Meredith College is not required to protect information that is classified as "directory" information. Meredith College has the right to release the following directory information without a student's prior consent:

- Name, address, telephone number and e-mail address
- Date and place of birth and country of citizenship
- Dates of attendance, academic major, degrees and awards received
- Institutions attended
- Heights and weights of athletic team members
- Participation in sports and activities
- Student photographs.

Graduate students who would like their directory information to be protected under the same FERPA guidelines as those used for education records should submit a written request to the Graduate Studies Office by the 20th day of the fall or spring semester. This request is not retroactive.

Meredith College is permitted by law to release and share student education records without prior consent to the following parties:

- Meredith College employees with a legitimate educational purpose
- Officials from other schools to which the student seeks admission
- Appropriate persons in connection with a student's application for, or receipt of, financial aid

- Federal or state officials as defined in paragraph 99.37 of the Family Educational Rights and Privacy Act of 1974
- State and local officials authorized by state statute
- Organizations conducting studies for, or on the behalf of, Meredith College for the purpose of assisting in accomplishing the College's stated goals
- Organizations conducting studies for schools the student has attended
- Accrediting organizations, to carry out their functions
- Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1954 (Written consent may be allowed from either of these separated or divorced parents subject to any agreement between the parents or court order. In the case of a student whose legal guardian is an institution, a party independent of the institution, appointed under state and local law to give parental consent, may be allowed to do so.)
- In compliance with judicial order or subpoena
- Appropriate persons in connection with an emergency if such knowledge is necessary to protect the health or safety of a student or other person.

NOTE: With the exception of Meredith College employees who have been determined by the College to have a legitimate educational purpose, all individuals and agencies who have requested or obtained access to a student's record (other than directory information) will be noted in a record that is kept with each student's education records. A request must be in writing stating the purpose of the request. This record will also indicate specifically the legitimate interest that the person or agency had in obtaining the information. If the legitimate educational purpose of a request is in question, the matter will be referred to the President of the College for adjudication.

Meredith College will comply with FERPA to protect student education records from unauthorized access.

### Definitions

Education Records are those records, files, documents and other materials that: (1) contain information directly related to a student; and (2) are maintained by Meredith College or by a person acting for the College.

Records are information recorded in any medium, including, but not limited to: handwriting, print, electronic media, tapes, film, microfilm and microfiche. Education records do not include: (1) personal notes; (2) records available only to law enforcement personnel; (3) employment records; or (4) medical and psychiatric records (these are accessible by the student's physician); (5) directory information previously defined.

**School officials or employees** are persons employed by the College, elected to the Board of Trustees or employed by or under contract to the College to perform a special task, such as an attorney or auditor.

**Legitimate educational purpose** is the performance of a job-related task related to a student's education, performance of a task related to the discipline of a student or providing a service or benefit related to the student or student's family, such as health care, counseling, job placement or financial aid.

**Students** are persons who are or have been enrolled at Meredith College. Applicants who do not enroll or who are declared ineligible to enroll have no inherent right to inspect their files. Whenever "student" is used in reference to personal rights, an eligible parent of a dependent student has similar rights.

**Eligible parents** are those who have satisfied Section 152 of the Internal Revenue Code of 1954 and who present such proof to the custodian of an education record. Normally, the proof will be a certified copy of the parent's most recent Federal Income Tax Form.

### Procedures for Accessing Education Records

Meredith College, in compliance with FERPA, permits students to have access to their education records.

Graduate students wanting access to their education records should file a written request to the Graduate Studies Office. Students may ask for an explanation and/or copy of any record. If there seem to be corrections needed to the education record requested by the student, the student may submit an appeal, in writing, for a formal hearing. The President of the College will appoint an Appeals Committee, which must meet within 45 days of receipt of the written appeal. The committee will allow the student to present evidence to substantiate the appeal and shall render a written decision to the student within 45 days of the hearing. NOTE: This policy does not provide for a hearing to contest an academic grade.

### Exclusions

FERPA does *not* give students access to the following records or information:

- Financial records of parents, or any information therein
- Confidential letters and statements of recommendation that were placed in the education record prior to January 1, 1974
- Records to which access has been waived by the student (This exclusion applies only if a student, upon request, is notified of the names of all persons making confidential recommendations and if such recommendations are used solely for the purpose for which they were intended.)

### Destruction of Education Records

Meredith College will retain student education records as long as information is valid and useful. Student educational records will be destroyed when the records are no longer of use to the institution. All records will be destroyed by means of confidential disposal.

### Informing Students

Meredith College informs its students of the policy governing privacy rights of students' education records by publishing its policy.

# Costs and Financial Assistance

## Financial Assistance Office, Johnson Hall

(919) 760-8565

## Accounting Office, Johnson Hall

(919) 760-8363

## Tuition and Fees 2009–10

MBA and MBA Foundations:	\$595 per credit hour
MBA Program Fee:	\$75 per semester (fall and spring)
Education, Nutrition:	\$420 per credit hour
Education and Nutrition Program Fees:	\$60 per semester (fall, spring, and summer)
MAT Student Teaching Fee:	\$500
Dietetic Internship:	\$5,750
If a student takes undergraduate courses as prerequisites:	\$640 per credit hour

## Payment Methods

*Fall semester billing date:* July 1, payment due August 1;

*Spring semester billing date:* December 1, payment due December 15;

*Summer payments* are due the Wednesday before the term start date.

You may pay by check, money order or credit card (MasterCard or VISA only). Cash is accepted during business hours.

Credit card payments may be made in person or by phone during business hours.

Make checks and money orders payable to *Meredith College* and drop off or mail to: Meredith College, Accounting Office, 3800 Hillsborough Street, Raleigh, NC 27607-5298.

## Loan Eligibility

Graduate students are eligible to borrow funds from the Federal Stafford Loan Program to assist with their educational expenses. Applications for financial assistance (FAFSA) and for the loan programs are available at the Office of Financial Assistance in Johnson Hall or by visiting [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

## MBA Scholarships

Two scholarship funds provide financial assistance for degree-seeking students in the Master of Business Administration program. Information about these scholarships is provided to eligible applicants and students.

The Shearon Harris Scholarship Fund was established in memory of Shearon Harris, a Meredith trustee, chairman of the Board of Associates, and an exemplary community leader. His family established the fund to express a commitment to church-related higher education and to perpetuate his interest in supporting Meredith College students.

The Wyford Scholarships are made possible by a bequest from Meredith graduate, Louise Ledford Wyatt, '30. The Wyford

Scholarship Fund was established by her husband, Guy E. Wyatt; her mother, Bess J. Hord; and her father, John Ferris Ledford.

## Teacher Tuition Assistance

Licensed teachers enrolled in the Master of Education program are eligible to receive tuition assistance of \$200 for each three-credit course. Students must be under contract in a North Carolina public or private school at the K–12 level. The student must have the principal of the school verify employment each contract term. Students return these forms to the Accounting Office.

## Martin Marietta Scholarships for Graduate Education Programs

Martin Marietta scholarships for Education students are open to all degree-seeking graduate students, or add-on licensure students who demonstrate the following: financial need, academic success and commitment to teaching. In accordance with Martin Marietta guidelines, priority is given to students whose specialty is teaching English as a second language.

## Teacher Education Assistance for College and Higher Education (TEACH) Grant Program

Beginning July 1, 2008, the Teacher Education Assistance for College and Higher Education (TEACH) Grant Program will provide up to \$4,000 a year in grant aid to undergraduate and graduate students and students enrolled in a post-baccalaureate teacher credential program, or current or prospective teachers. For more information about this federal program, please visit the US Department of Education website. Contact our office to receive a checklist of steps that must be completed in order to receive the TEACH grant. Once the steps on the checklist have been completed and the proper documentation has been submitted to the financial assistance office, you may complete the TEACH grant agreement to serve located at <https://teach-ats.ed.gov/ats/studentHome.action>.

## Graduate Research Initiative Proposal (GRIP) Grant

To support unusual costs related to graduate research (e.g., travel, data collection instruments), students can apply for grants up to \$500. Applications are submitted to the appropriate Program Director. Directors from all graduate programs review grant applications and make the awards.

## Parking

To park on campus, students are required to have a parking decal, which can be purchased for the academic year (August through July) for \$100 from the Campus Security Office. Annual commuter evening only permits may be purchased for \$50. Daily passes are also available for \$1 per day. For more information about parking see page 40.

# Master of Business Administration

## School of Business

### Harris Building

Denise Rotondo, Ph.D., *Dean, School of Business*

Susan Wessels, D.B.A., C.P.A. *Department Head*

Page Midyette, M.B.A., *Director, MBA Program*

## School of Business Mission Statement

Our mission is to provide an academically challenging learning experience that develops critical-thinking skills in all areas of business administration, and which emphasizes teamwork, leadership, communication skills and ethical decision making. Excellent teaching is complemented by strong, collaborative faculty/student relationships and by faculty scholarship that enhances our curriculum, and by service to the College and to the central North Carolina region.

*Upon completion of the program, graduates will possess the ability to integrate advanced business skills and professional experiences to:*

- analyze and evaluate business situations by applying critical thinking, decision making and problem-solving skills to develop an appropriate course of action.
- work successfully in team settings to interact and collaborate with professionals from diverse backgrounds and industries.
- demonstrate leadership capabilities and use self-reflection and feedback to develop a personal leadership style.
- communicate and share complex information, in an oral or written form, in a structured manner appropriate to a business environment.
- recognize ethical issues within the business context and utilize skills to make ethical business decisions while considering implications of all stakeholders.

## Program of Study

The MBA program consists of 30 semester hours of core curriculum coursework which includes two electives. For some students, additional foundations courses (3 to 12 credit hours) may be required. Foundations equivalents may be satisfied by prior coursework or approved subject examination.

Admitted students must complete necessary Foundations or equivalents as determined by the Director. Enrollment in select 600-level courses is permitted concurrent with or prior to the student's enrollment in a 500-level course with approval of the Director. All foundations or equivalents must be completed with a grade of C or better.

## Required Coursework\*

### Core Curriculum:

MBA 620 – DOMESTIC AND GLOBAL ECONOMIC ISSUES

MBA 630 – ACCOUNTING AND INFORMATION MANAGEMENT

MBA 640 – MANAGEMENT AND ETHICAL LEADERSHIP

MBA 650 – MANAGERIAL FINANCE

MBA 660 – COMPETING IN THE GLOBAL MARKETPLACE

MBA 670 – MARKETING STRATEGY

MBA 680 – OPERATIONS AND SUPPLY CHAIN MANAGEMENT

MBA 699 – INTEGRATED STRATEGIC MANAGEMENT

MBA Elective (choose 2):

MBA 644 – BUSINESS CONSULTING

MBA 646 – LAW AND ETHICS FOR MANAGERS

MBA 648 – PROJECT MANAGEMENT

MBA 652 – FINANCIAL FORECASTING AND ANALYSIS

MBA 672 – INTERNATIONAL MARKETING

MBA 682 – BUSINESS INFORMATION SYSTEMS

MBA 695 – SPECIAL TOPICS IN BUSINESS

*\* assumes successful completion of Foundations or equivalents, as determined by the Director.*

## MBA Course Descriptions

### MBA 510 – FOUNDATIONS IN QUANTITATIVE METHODS

An introduction to the theory, principles, and application of statistical and other quantitative analytic techniques which provides an effective means of managerial practices such as business performance appraisal, market trend evaluation, and managerial decision making. *Spring, 3 hours.*

### MBA 520 – FOUNDATIONS IN ECONOMICS

An introduction to the theories, principles, and applications of microeconomics and macroeconomics. Topics include pricing decisions, elasticity, market structure analysis, business cycles, taxation, and monetary policy. *Fall, 3 hours.*

### MBA 530 – FOUNDATIONS IN ACCOUNTING

An introduction to financial accounting from a user's perspective including how financial statements are prepared, the interpretation of information provided in financial statements, and the analysis of financial data. *Fall, 3 hours.*

### MBA 550 – FOUNDATIONS IN FINANCE

A survey of issues related to the acquisition and management of funds by the firm. Topics in the course include time value of money, analysis of financial statements, asset valuation, forecasting of cash flows, capital budgeting, and cost of capital. Prerequisite: MBA 530 or with approval of the Director. *Spring, 3 hours.*

### MBA 620 – DOMESTIC AND GLOBAL ECONOMIC ISSUES

Application of economics principles to the tasks and problems faced by business managers. Focus is on the impacts of market structure, the legal/political environment, macroeconomic environment and international considerations on value-maximization decisions pertaining to resource usage, production levels, and pricing strategies as practiced in imperfectly competitive markets. *Fall, Spring, 3 hours.*

### MBA 630 – ACCOUNTING AND INFORMATION MANAGEMENT

An approach to analysis of data and information relevant to management

decision making. Topics covered include budgeting, differential costs in alternative decisions, allocation of cost, cost relationships, pricing, standard costing, and performance evaluation. This course also emphasizes the planning and use of information technology for business processes and decision making in business. *Fall, Spring, 3 hours.*

#### **MBA 640 – MANAGEMENT AND ETHICAL LEADERSHIP**

An exploration of the theory and application of management and leadership skills for enhancement of individual, team and organizational effectiveness. This course examines the ethical issues business managers routinely face and the implications for various stakeholders. *Fall, Spring, 3 hours.*

#### **MBA 644 – BUSINESS CONSULTING**

Teams complete strategic consulting projects for local companies. The consulting teams are expected to identify and analyze problems confronting the company and recommend resolutions to the management team in the form of written reports and oral presentations. Prerequisite: completion of a minimum of 12 hours of 600-level MBA courses. *Summer, 3 hours.*

#### **MBA 646 – LAW AND ETHICS FOR MANAGERS**

This course enables students to comprehend the legal principles that arise in business so that they can identify legal issues that pose potential threats. An appreciation of the law will give managers the tools they need to protect their firms from unnecessary liability. Topics include business ethics, contracts, sales, labor and employment, product liability, intellectual property, business forms, secured transactions and bankruptcy. *Summer, 3 hours.*

#### **MBA 648 – PROJECT MANAGEMENT**

This course is designed to equip students with the essential skills and knowledge to effectively manage projects. Topics include project planning, organizing, directing, and controlling. The focus will be on the application of tools and techniques that can be applied to defining projects, establishing task structure, planning and budgeting, and managing of resources to achieve the project objects, and post-project evaluation. *Summer, 3 hours.*

#### **MBA 650 – MANAGERIAL FINANCE**

An examination of the role of financial management of the firm. Emphasis is on the basic techniques utilized in financial decision making, valuing, cash flows, capital structure, managing working capital, and optimal investment policy. *Fall, Spring, 3 hours.*

#### **MBA 652 – FINANCIAL FORECASTING AND ANALYSIS**

This course is a study of various topics in Finance. Topics include complex time value of money, investment topics such as diversification, advanced valuation topics, capital budgeting, cost of capital, capital structure, dividend policy, leasing, mergers, and derivatives. *Summer, 3 hours.*

#### **MBA 660 – COMPETING IN THE GLOBAL MARKETPLACE**

This course focuses on developing strategies for managing the operations of companies whose activities encompass more than one nation. The course analyzes the internationalization process and compares and contrasts different internationalization strategies; examines managing political risk and ethical issues in international business; and studies functional management of the transnational corporation (e.g., financial management, marketing management and human resource management). The student will develop the skills and methodology necessary for market analysis and business strategizing on a global scale. *Fall, Spring, 3 hours.*

#### **MBA 670 – MARKETING STRATEGY**

An examination of the marketing management decision process, with particular emphasis on market opportunity analysis, strategy development, product planning, pricing, distribution, and promotional strategy, and the integration of marketing mix variables with segmentation and targeting decisions. *Fall, Spring, 3 hours.*

#### **MBA 672 – INTERNATIONAL MARKETING**

The purpose of this course is for students to understand challenges presented by the complex economic, political, legal, and social environment found in non-domestic markets, and for students to develop strategies to meet the unique requirements presented by these challenges. Successful students will gain the knowledge and managerial skills that are essential for successful marketing in the international arena. *Summer, 3 hours.*

#### **MBA 680 – OPERATIONS AND SUPPLY CHAIN MANAGEMENT**

This course provides a multi-industry study of operations, with an emphasis on integrated design of the supply chain across cultural and economic boundaries. Topics covered include design, planning, and controlling of operations, the design of quality management systems, technology management, and the role and influence of technology in operations and supply chain management. *Fall, Spring, 3 hours.*

#### **MBA 682 – BUSINESS INFORMATION SYSTEMS**

This course focuses on the development of a practical understanding of information systems devoted to the capturing, transmitting, storing, retrieving, manipulating, and displaying information in contemporary business practice. The purpose of the course is to provide students with an understanding of the system perspective and to provide them with skills in the use of information systems. The course requires development of models of information systems in the area of distribution, production, human resource management, and accounting. *Summer, 3 hours.*

#### **MBA 690 – INDEPENDENT STUDY**

A student-developed independent study project designed to be carried out with a faculty advisor. These projects may involve field work in addition to academic research, reading, and conferences with the faculty member. *3 hours.*

#### **MBA 695 – SPECIAL TOPICS IN BUSINESS**

This course is offered as needed. It is normally an examination of significant issues, theories, and practical problems in the areas of management, finance, marketing, accounting, or economics. The specific topic for a given semester and the course content are selected to meet student interests and needs. *Summer, 3 hours.*

#### **MBA 699 – INTEGRATED STRATEGIC MANAGEMENT**

A capstone study that examines executive-level policy and decision-making processes in setting goals, determining objectives, and developing and implementing action plans. The course emphasizes tactical and strategic planning through the use of relevant problems and case studies that include social, ethical, political, financial, and economic factors. Students will apply newly acquired concepts in the creation of a business plan. Prerequisites: completion of 18 hours of 600-level courses to be taken in student's final fall or spring semester. *Fall, Spring, 3 hours.*

**COE 600 – GRADUATE COOPERATIVE EDUCATION**

A cooperative educational experience with companies and agencies approved by the Office of Career Services and the student's advisor. Participating students are supervised by a faculty advisor assigned by the program. This course may be taken on multiple occasions. Credits will be in addition to the requirements of the program. A student must be enrolled for at least one graduate course in the semester in which s/he is enrolled in a cooperative experience.

*Prerequisite: three semester hours of graduate credit at Meredith. 3 hours.*

# Master of Education

## Department of Education

### Ledford Hall

Marie Chamblee, Ph.D., *Dean, School of Education, Health and Human Services*

Mary Kay Delaney, Ph.D., *Head, Department of Education*

Ellen C. Graden, Ph.D., *Program Director, Graduate Studies in Education*

## Mission Statement

The mission of the Department of Education is to prepare educators who have the knowledge, skills and values to effectively teach all students. Meredith College students are transformed by a rigorous education that fosters leadership, promotes reflective practice, and cultivates passion for learning and the art of teaching. We develop teachers who appreciate their significant role in a diverse society.

The Master of Education degree program is for the K–12 teacher who has a baccalaureate degree and a teaching license. Students take a common core of courses and select a concentration (Academically and Intellectually Gifted [AIG], Elementary education, English as a Second Language [ESL], Reading, or Special Education [general curriculum]). Add-on licensure options include AIG (K–12), ESL (K–12), Reading, (K–12), and Special Education (general curriculum K–12).

Courses are scheduled for fall, spring and summer so that working teachers can continue both professional service and career development simultaneously.

## Program Goals of Master of Education

*The candidate will:*

1. examine critically the purposes of education and articulate a personal philosophy of education.
2. demonstrate instructional expertise by applying the theoretical, philosophical and research bases for educational practice in P–12 settings to improve student learning.
3. incorporate knowledge of the nature of the learner, learning processes, variations in learning abilities and learning styles, and strategies for evaluating learning into the planning, delivery, reflection on, and evaluation of instruction.
4. conduct and use research to examine and improve instructional effectiveness and student achievement.
5. demonstrate advanced depth and breadth of knowledge and skills in the academic discipline and in education.
6. engage in continued professional development and provide leadership at the classroom, school, and community levels, and within the profession.

## License Renewal Credits

Students holding baccalaureate degrees from regionally accredited colleges or universities may take courses in the Master of Education program. Students may use these credits to apply to the renewal of their teaching license. It is the responsibility of students to secure approval from the State Department of Public Instruction prior to pursuing coursework. Students may also apply up to six credit hours of Post-Baccalaureate Study (PBS) coursework toward the Master of Education or Licensure-only programs.

## Culminating Experiences

Upon completion of all class work, a student must complete a Professional Portfolio. The purpose of the portfolio is to have students reflect on how they have developed as a professional during their graduate work and to demonstrate their competency in meeting program goals. A student who has completed all class work and wishes only to submit the Professional Portfolio during a semester or summer must enroll in EDU 800.

To complete the requirements for North Carolina license in Special Education, passing scores on two PRAXIS tests are required: Education of Exceptional Students: Mild to Moderate Disabilities and Fundamental Subjects: Content Knowledge. For North Carolina license in ESL or Reading, a passing score on PRAXIS Teaching English as a Second Language or Reading is highly recommended.

## Required Competencies

Before completing the program, students in the M.Ed. or Licensure program for English as a Second Language (ESL) must have one year of college or university foreign language instruction or the equivalent. All students must prove their English grammar competency by taking ENG 17S, or by taking the final exam for this course or by submitting a transcript of an equivalent course from a regionally accredited college or university. All students must fulfill the linguistics competency by taking ENG 505 Study of Linguistics or by submitting a transcript of an equivalent course from a regionally accredited college or university.

## Master of Education Course Descriptions

### EDU 600 – CURRICULUM DEVELOPMENT

Focusing on “what is learned” and “should be learned” in educational institutions, the course examines perspectives and paradigms of curriculum thought and their connection to educational practice. Attention is given to the relationships between content, pedagogic practice, assessment and curriculum orientation. Students engage in critical reflection on fundamental issues concerning the curriculum; the purpose of education, hidden and explicit learning experiences, the organization and construction of knowledge. In the development of a curriculum project, students apply this

understanding to the process of improving classroom and/or institutional practices. *3 hours*

#### **EDU 605 – DESIGN AND EVALUATION OF INSTRUCTIONAL MATERIALS**

Designed to assist students in the development of strategies for the use of the current technologies in the K–12 classroom. Students will critically examine the role of technology in that classroom, and understand the effective use of technology. Prerequisites: Basic computer knowledge. *3 hours*

#### **EDU 610 – ADVANCED EDUCATIONAL PSYCHOLOGY**

An in-depth exploration of fundamental questions about teaching, learning and human development designed to facilitate more meaningful classroom teaching. The course is highly interactive with learning taking place through individual and group research projects, seminar discussions, student directed workshops and presentations; thus, facilitating the development of teachers as researchers and educational leaders. *3 hours*

#### **EDU 615 – MATHEMATICAL THINKING IN CHILDREN**

Teachers examine what it means to know and learn K–5 mathematics based upon theory and research in cognitive psychology and mathematics education. A variety of materials that help illustrate students' thinking in mathematical contexts are used to provoke consideration of how students develop mathematical knowledge. Regular "field experiences" with elementary school-aged children are required. *3 hours*

#### **EDU 620 – EDUCATION IN SOCIETY**

An exploration of our rich cultural heritage of educational ideas. Students will explore fundamental questions of educational purpose and practice through the study of educational philosophers past and present, analysis of the philosophical perspectives and practices underlying current practice, and development of their own philosophies of education. Students are expected to become reflective about their own thought processes, their philosophical and cultural assumptions, and develop their own visions of possibilities for classroom practice congruent with their well-justified and coherently articulated educational philosophy. *3 hours*

#### **EDU 625 – INCLUSIVE TEACHING IN THE GENERAL EDUCATION CLASSROOM**

Designed to provide the practicing general classroom teacher with knowledge, skills, and dispositions needed for successful inclusive teaching including an understanding of the nature and characteristics of the learning and behavior challenges that students with special needs face in the regular classroom, and the practical procedures, collaborative practices, and instructional strategies that lead to successful inclusion. *3 hours*

#### **EDU 630 – EDUCATIONAL RESEARCH**

Organized around classroom-based inquiry and focused on the development of teachers as researchers, this course emphasizes understanding of research design and methods; reading and interpreting empirical information in professional literature; collecting and interpreting data; and linking research findings to educational practice. Also emphasized are the uses of library and Internet resources; analysis and critique of educational research; collaboration with colleagues in the research process; and an introduction to elementary statistics. *3 hours*

#### **EDU 631 – EDUCATIONAL RESEARCH II**

This second course in Educational Research is designed to provide the practicing teacher with a deeper understanding of the knowledge and methods used by investigators to conduct disciplined inquiry. It continues to be organized around classroom-based inquiry and focused on the development of teachers as researchers. The course includes consideration of concepts, research designs, and procedures from both quantitative and qualitative approaches. In this course, teacher-researchers conclude the process of conducting individual research. Prerequisite: EDU 630. *3 hours*

#### **EDU 635 – INTRODUCTION TO THE GIFTED INDIVIDUAL**

What is "giftedness?" What are the major social, cultural and historical forces that have influenced the definition of this concept over time? What sources are responsible for producing—in an individual—those characteristics that result in that person being labeled a "gifted individual?" Given what we now know, how should we identify gifted individuals? Should the development of persons as "gifted individuals" be supported? What kinds of things can be done—in schools and elsewhere—to support the development of gifted individuals? Who should be responsible for the development of gifted individuals and how well are we doing in providing this support? These questions, and the answers to them, are all very important to persons who care about gifted individuals—and who may want to help in their development. All of these questions will be addressed in some depth in the context of this course. *3 hours*

#### **EDU 636 – MODELS AND METHODS OF GIFTED EDUCATION**

This course is designed to allow practicing classroom teachers to gain a depth of understanding of current curriculum and program models in gifted education, and to apply that knowledge to extend the North Carolina Standard Course of Study for gifted learners. In addition, participants will examine strategies embedded within various models, and evaluate the appropriateness of given models. *3 hours*

#### **EDU 637 – DIFFERENTIATION FOR THE ACADEMICALLY/INTELLECTUALLY GIFTED LEARNER**

This course is designed to give practicing teachers the knowledge, skills, and attitudes needed for teaching academically/intellectually gifted learners in diverse settings. Because today's classrooms are increasingly diverse and inclusive, teachers must be able to identify and accommodate a range of learner needs, including those of gifted learners. Participants in this course will develop skill in using a variety of models and strategies to effectively respond to the particular learning needs of the gifted. Building on the knowledge and skills attained in the Methods and Materials course and using widely-held standards for the effective teaching of gifted learners (CEC-NAGC Initial Knowledge & Skill Standards for Gifted and Talented Education), participants will analyze and evaluate lessons and units designed for use with the gifted. They will also create and teach standards-based lessons and units that demonstrate their understanding and effective use of instructional and management strategies recommended as appropriate for gifted learners. Prerequisite EDU 636. *3 hours*

#### **EDU 638 – SPECIAL TOPICS IN GIFTED EDUCATION**

This course focuses on special topics and issues related to education of the gifted. The primary purpose of the course is to develop in participants the knowledge, conceptual understandings, and skills to recognize and nurture

effectively giftedness in all gifted students, including those students who are typically underserved. Specific topics included in the course include the psycho-social adjustment and guidance of gifted learners, the plight of underserved populations of gifted learners, collaboration and consultation in gifted education. *3 hours*

#### **EDU 639 – CREATIVITY**

Creativity has proven to be one of the most elusive of psychological concepts. This course will examine several conceptually different ways of defining creativity, along with attempts to describe the characteristics of the creative individual. Creative production and how you get there – the creative process – will also be considered along with the three major approaches for enhancing creative production. Students will learn not only the basic concepts and procedures that make up these approaches, but will have an opportunity to put them into practice in three group simulation experiences as well. A discussion of the environmental conditions that contribute to creativity will round out the course.

The face-to-face portion of the course will be followed by a series of online modules where students incorporate what they have learned into planning a unit of instruction designed to support and enhance students' creative production. *3 hours*

#### **EDU 641 – METHODS OF TEACHING ESL**

An introduction to the field of TESL, focusing on the methods and materials of teaching various language skills and knowledge areas. Attention will be given to the integrated teaching of all skills within a communicative setting. *3 hours*

#### **EDU 643 – SECOND LANGUAGE ACQUISITION**

A broad view of second language acquisition from both psycholinguistic and sociolinguistic perspectives. Includes a comparison of first and second language learning, current theories of second language acquisition, the effect of social interaction upon speech styles, and how speech defines groups. Applications are made to second language teaching. *3 hours*

#### **EDU 645 – CULTURE AND THE LANGUAGE TEACHER**

A study of the basic concepts of intercultural communication, including a comparison of American cultural orientations with those of other countries. A look at how these cultural differences relate to language teaching and learning. *3 hours*

#### **EDU 647 – TEACHING ESL IN THE PUBLIC SCHOOLS**

A course focusing on the particular needs of K–12 teacher: historical and legal background of bilingual and ESL education, assessment and placement of ESL learners, literacy development, content-based instruction and the adaptation of curricular materials. *3 hours*

#### **EDU 649 – ADVANCED METHODS OF TEACHING ESL**

A culminating course consisting of a 30-hour K–12 practicum as well as periodic on-campus classes. Designed to provide a forum for reflective thinking about ESL teaching while acquiring greater in-depth knowledge about selected areas of ESL teaching methodology. *3 hours*

#### **EDU 670 – READING: PAST, PRESENT AND FUTURE**

An in-depth study of the research and theoretical models upon which

understanding of the developmental process of reading is based. Emphasis is given to critical evaluation of the issues, trends and research in the field of reading. Students are required to plan, initiate and evaluate an action research project and to be able to articulate their findings to interested parties. *3 hours*

#### **EDU 671 – READING ACROSS THE CURRICULUM**

An in-depth study of the reading and learning processes as they relate to different content areas of the curriculum. Emphasis is given to developing, evaluating, selecting and adapting instructional media to meet the needs of students working in the content area. *3 hours*

#### **EDU 675 – INTERVENTION IN THE READING PROCESS**

Teachers are introduced to both formal and informal assessment procedures relating to the reading process with particular emphasis given to the latter. Teachers are required to implement a program of assessment with their own elementary public school students. In addition teachers are required to demonstrate how their instructional program in reading and writing is responsive to the findings obtained as a result of the assessment procedures. *3 hours*

#### **EDU 676 – CLINICAL APPLICATIONS OF THE READING PROCESS**

An in-depth tutoring experience with children who are experiencing severe difficulties with the reading acquisition process. Students are required to develop a profile of the child's abilities using information gained from assessment procedures administered. Students are then required to develop and implement a program of instructional intervention for themselves. *3 hours*

#### **EDU 677 – THE TEACHING OF WRITING IN THE K–12 CLASSROOM**

This goal of this course is to assist teachers in developing the writing skills of K-12 students. At the conclusion of the course students will show familiarity with current theories; be able to describe and assist students at various stages of the writing process, describe and assist children learning to write who have cultural and linguistic differences, show familiarity with writing evaluation techniques, writing across the curriculum, and integrate technology in the writing process. *3 hours*

#### **EDU 710 – OVERVIEW OF EXCEPTIONALITIES**

This course provides an overview of various exceptionalities and the services offered in special education. The course is intended to give the student a foundation of knowledge about the nature and needs of children with special needs, and introduces the student to causes and characteristics of specific disabilities, service delivery models, historical and current issues, legislation, research, trends, and controversies in special education. *3 hours*

#### **EDU 711 – READING AND WRITING METHODS FOR SPECIAL EDUCATORS**

The purpose of the course is to develop the instructional competencies of school personnel to effectively teach students with persistent reading and writing problems as well as to select and implement comprehensive reading programs within their schools. Although the focus of this course is on students who have shown persistent problems learning to read and write (especially those students identified as having special education needs who are participating in regular classrooms), the information is also appropriate for individuals interested in developing early intervention programs. *3 hours*

**EDU 712 – MATH AND WRITING METHODS FOR SPECIAL EDUCATORS**

This course is designed to introduce candidates to the knowledge, skills and procedures needed to provide effective instruction for students with persistent mathematical difficulties. The principles, techniques, methods, and strategies presented in this class are based on research-validated instructional strategies. The class will provide candidates an understanding of what it takes to build an individualized mathematics instructional program that will have a direct impact on the academic performance of their students. Credit is given to the NCSIP II grant for content and procedure. *3 hours*

**EDU 713 – COLLABORATION WITH PROFESSIONALS AND FAMILIES FOR SPECIAL AND GENERAL EDUCATORS**

The expectations for professionals who work in schools and other education settings are changing dramatically. Although most educators enter the field because of their commitment to work with students, few can be successful unless they refine their skills for interacting with other professionals and families. Educators routinely participate in team meetings and collaborative problem solving activities in a variety of settings in which their ability to effectively communicate is critical. This course is designed to assist students in building their collaborative skills, developing skills for effectively participating in difficult interactions, and is intended to help students attain the knowledge and skills to be leaders in collaborative efforts in schools. *3 hours*

**EDU 714 – LEARNING STRATEGIES ACROSS THE CURRICULUM FOR SPECIAL EDUCATORS**

This course examines models for teaching learning strategies, metacognitive strategies guiding the learning of content, for students with mild/moderate disabilities in grades K–12. Students will examine educational research on the application of literacy and learning strategies in the content areas and will learn ways to assess students' understandings and to use the assessment to plan for instruction. Prerequisite: EDU 711 and EDU 712. Field experience required. *3 hours*

**EDU 715 – PROCEDURES, POLICIES, AND ASSESSMENT FOR SPECIAL EDUCATORS**

This course provides students with a broad knowledge and understanding of a wide range of legal issues concerning providing special education services to students with disabilities. Students will have a foundation in effective and efficient assessment and evaluative practices, including standardized and curriculum-based assessment. *3 hours*

**EDU 800 – GRADUATE STUDY**

Provides enrollment for students extending the thesis beyond two semesters and/or taking master's exams but not registered for other course. May be repeated as needed. (P/F). *1 hour*

**ENG 505 –STUDY OF LINGUISTICS**

An exploration of the systematic nature of language, looking at the systems of phonology, morphology, syntax and semantics in English, and how these systems have changed over time. Attention will be given to the application of linguistic constructs in machine translation, artificial intelligence, sign language, and learning a second language. *3 hours*

## Program of Study—MED

Master of Education with Academically & Intellectually Gifted	Master of Education with Elementary Education	Master of Education with English as a Second Language	Master of Education with Reading	Master of Education with Special Education
<b>Professional Studies</b> Choose four of the following: <ul style="list-style-type: none"> <li>• EDU 600 Curriculum Development*</li> <li>• EDU 605 Design and Evaluation of Instructional Materials</li> <li>• EDU 610 Advanced Educational Psychology</li> <li>• EDU 620 Education in Society*</li> <li>• EDU 625 Inclusive Teaching in the Regular Classroom</li> <li>• EDU 671 Reading Across the Curriculum</li> <li>• EDU 713 Collaboration with Professionals and Families for Special and General Educators</li> </ul>	<b>Professional Studies</b> Choose four of the following: <ul style="list-style-type: none"> <li>• EDU 600 Curriculum Development</li> <li>• EDU 610 Advanced Educational Psychology</li> <li>• EDU 620 Education in Society</li> <li>• EDU 671 Reading Across the Curriculum</li> </ul>	<b>Professional Studies</b> Choose four of the following: <ul style="list-style-type: none"> <li>• EDU 600 Curriculum Development*</li> <li>• EDU 605 Design and Evaluation of Instructional Materials</li> <li>• EDU 610 Advanced Educational Psychology</li> <li>• EDU 620 Education in Society*</li> <li>• EDU 625 Inclusive Teaching in the Regular Classroom</li> <li>• EDU 671 Reading Across the Curriculum**</li> <li>• EDU 713 Collaboration with Professionals and Families for Special and General Educators</li> </ul>	<b>Professional Studies</b> Choose four of the following: <ul style="list-style-type: none"> <li>• EDU 600 Curriculum Development*</li> <li>• EDU 605 Design and Evaluation of Instructional Materials</li> <li>• EDU 610 Advanced Educational Psychology</li> <li>• EDU 620 Education in Society*</li> <li>• EDU 625 Inclusive Teaching in the Regular Classroom</li> <li>• EDU 671 Reading Across the Curriculum**</li> <li>• EDU 713 Collaboration with Professionals and Families for Special and General Educators</li> </ul>	<b>Professional Studies</b> Choose four of the following: <ul style="list-style-type: none"> <li>• EDU 600 Curriculum Development*</li> <li>• EDU 605 Design and Evaluation of Instructional Materials</li> <li>• EDU 610 Advanced Educational Psychology</li> <li>• EDU 620 Education in Society*</li> <li>• EDU 625 Inclusive Teaching in the Regular Classroom (required)</li> <li>• EDU 671 Reading Across the Curriculum</li> <li>• EDU 713 Collaboration with Professionals and Families for Special and General Educators (required)</li> </ul>
<b>Specialty Courses</b> <ul style="list-style-type: none"> <li>• EDU 635 Introduction to the Gifted Individual</li> <li>• EDU 636 Models and Methods in Gifted Education</li> <li>• EDU 637 Differentiation for the Gifted Learner</li> <li>• EDU 638 Special Topics in Gifted Education</li> <li>• EDU 639 Creativity</li> </ul>	<b>Specialty Courses</b> <ul style="list-style-type: none"> <li>• EDU 605 Design and Evaluation of Instructional Materials</li> <li>• EDU 615 Mathematical Thinking in Children</li> <li>• EDU 625 Inclusive Teaching in the Regular Classroom</li> <li>• One course in ESL</li> <li>• One course in Reading</li> </ul>	<b>Specialty Courses</b> <ul style="list-style-type: none"> <li>• EDU 641 Methods of Teaching ESL</li> <li>• EDU 643 Second Language Acquisition</li> <li>• EDU 645 Culture and the Language Teacher</li> <li>• EDU 647 Teaching ESL in the Public Schools</li> <li>• EDU 649 Advanced Methods of Teaching ESL</li> </ul> Plus required competencies in English grammar, linguistics, foreign language	<b>Specialty Courses</b> <ul style="list-style-type: none"> <li>• EDU 670 Reading Past, Present and Future</li> <li>• EDU 675 Intervention in the Reading Process</li> <li>• EDU 676 Clinical Applications of the Reading Process</li> <li>• EDU 677 Teaching Writing in the K–12 Classroom</li> <li>• One elective</li> </ul>	<b>Specialty Courses</b> <ul style="list-style-type: none"> <li>• EDU 710 Overview of Exceptionalities for Special Educators</li> <li>• EDU 711 Reading/Writing Methods for Special Educators</li> <li>• EDU 712 Math/Writing Methods for Special Educators</li> <li>• EDU 714 Reading and Writing Strategies Across the Curriculum for Special Educators</li> <li>• EDU 715 Procedures, Policies, and Assessment for Special Educators</li> </ul>
<b>Research:</b> <ul style="list-style-type: none"> <li>• EDU 630 and 631 Educational Research I and II</li> </ul>	<b>Research:</b> <ul style="list-style-type: none"> <li>• EDU 630 and 631 Educational Research I and II</li> </ul>	<b>Research:</b> <ul style="list-style-type: none"> <li>• EDU 630 and 631 Educational Research I and II</li> </ul>	<b>Research:</b> <ul style="list-style-type: none"> <li>• EDU 630 and 631 Educational Research I and II</li> </ul>	<b>Research:</b> <ul style="list-style-type: none"> <li>• EDU 630 and 631 Educational Research I and II</li> </ul>
<b>Culminating Project:</b> <ul style="list-style-type: none"> <li>• Professional Portfolio</li> </ul>	<b>Culminating Project:</b> <ul style="list-style-type: none"> <li>• Professional Portfolio</li> </ul>	<b>Culminating Project:</b> <ul style="list-style-type: none"> <li>• Professional Portfolio</li> </ul>	<b>Culminating Project:</b> <ul style="list-style-type: none"> <li>• Professional Portfolio</li> </ul>	<b>Culminating Project:</b> <ul style="list-style-type: none"> <li>• Professional Portfolio</li> </ul>
<b>Total:</b> 33 semester hours	<b>Total:</b> 33 semester hours	<b>Total:</b> 33 semester hours	<b>Total:</b> 33 semester hours	<b>Total:</b> 33 semester hours

\* Students must select at least one of the Foundations courses (EDU 600, EDU 620)

\*\*Students with a concentration in ESL and Reading must have EDU 671

### Program of Study—Add-On Licensure

Academically & Intellectually Gifted—Add-On Licensure	Reading—Add-On Licensure	English as a Second Language—Add-On Licensure	Special Education—Add-On Licensure
<b>Professional Studies</b> NA	<b>Professional Studies</b> NA	<b>Professional Studies</b> NA	<b>Professional Studies</b> NA
<b>Specialty Courses</b> <ul style="list-style-type: none"> <li>• EDU 635 Introduction to the Gifted Individual</li> <li>• EDU 636 Models and Methods in Gifted Education</li> <li>• EDU 637 Differentiation for the Gifted Learner</li> <li>• EDU 638 Special Topics in Gifted Education</li> </ul>	<b>Specialty Courses</b> <ul style="list-style-type: none"> <li>• EDU 670 Reading Past, Present and Future</li> <li>• EDU 671 Reading Across the Curriculum</li> <li>• EDU 675 Intervention in the Reading Process</li> <li>• EDU 676 Clinical Applications of the Reading Process</li> <li>• EDU 677 Teaching Writing in the K–12 Classroom</li> </ul> One elective	<b>Specialty Courses</b> <ul style="list-style-type: none"> <li>• EDU 641 Methods of Teaching ESL</li> <li>• EDU 643 Second Language Acquisition</li> <li>• EDU 645 Culture and the Language Teacher</li> <li>• EDU 647 Teaching ESL in the Public Schools</li> <li>• EDU 649 Advanced Methods of Teaching ESL</li> </ul> Plus required competencies in English grammar, linguistics, foreign language	<b>Specialty Courses</b> <ul style="list-style-type: none"> <li>• EDU 625 Inclusive Teaching in the Regular Classroom</li> <li>• EDU 710 Overview of Exceptionalities for Special Educators</li> <li>• EDU 711 Reading/Writing Methods for Special Educators</li> <li>• EDU 712 Math/Writing Methods for Special Educators</li> <li>• EDU 713 Collaboration with Professionals and Families for Special and General Educators</li> <li>• EDU 714 Reading and Writing Strategies Across the Curriculum for Special Educators</li> <li>• EDU 715 Procedures, Policies, and Assessment for Special Educators</li> </ul>
<b>Research:</b> NA	<b>Research:</b> NA	<b>Research:</b> NA	<b>Research:</b> NA
<b>Total: 12 hours</b>	<b>Total: 18 hours</b>	<b>Total: 15 hours + competencies</b>	<b>Total: 21 hours</b>

# Master of Arts in Teaching

## Department of Education

### Ledford Hall

Marie Chamblee, Ph.D., *Dean, School of Education, Health and Human Services*

Mary Kay Delaney, Ph.D., *Head, Department of Education*

Ellen C. Graden, Ph.D., *Program Director, Graduate Studies in Education*

## Mission Statement

The mission of the Department of Education is to prepare educators who have the knowledge, skills and values to effectively teach all students. Meredith College students are transformed by a rigorous education that fosters leadership, promotes reflective practice, and cultivates passion for learning and the art of teaching. We develop teachers who appreciate their significant role in a diverse society.

**Admission to the program is during the fall semester only as a fall co-hort and both full-time and part-time tracks exist.** Courses are scheduled in the evenings on campus so that working professionals may obtain licensure and a master's degree simultaneously.

## Purpose of the Meredith College MAT Program

The Meredith College MAT program serves the woman or man who has a bachelor's degree in a discipline other than education, who is committed to becoming a teacher, and who is seeking initial NC teaching licensure in elementary education for K-6 or special education (general curriculum) for K-12. The goal of the program is to prepare highly qualified beginning teachers who know how to teach all students, who have the skills to collaborate with professionals and families, who know the content areas, and who understand their roles in local, national and global contexts.

## Program Goals of the Master of Arts in Teaching

The candidate will:

1. critically examine the purpose of education and articulate a personal philosophy of education;
2. demonstrate instructional expertise by applying the theoretical, philosophical and research bases for educational practice in K–12 settings to improve student learning;
3. incorporate knowledge of the nature of the learner, learning processes, variations in learning abilities and learning styles, and strategies for evaluating learning, the planning, delivery, reflection on, and evaluation of instruction;
4. conduct and use research to examine and improve instructional effectiveness and student achievement;
5. demonstrate advanced depth and breadth of knowledge and skills in the academic discipline and in education;
6. engage in continued professional development and provide leadership at the classroom, school, and community levels, and within the profession.

The program consists of professional studies courses and courses in a con-

centration (Elementary education or Special education). The area of concentration enables students to develop expertise in one of the instructional areas of the school curriculum. A concentration in a licensure area will result in a master's level (M-level) license in that area. **Admission to the program is during the fall semester only as a fall co-hort and both full-time and part-time tracks exist.**

## Culminating Experiences

During their last semester of study, a student must complete a semester-long practicum, student teaching in the public schools. Students will also complete a professional reflections portfolio. Before applying for licensure, students must have earned a minimum score on PRAXIS II in their licensure area.

## Master of Arts in Teaching Course Descriptions

### EDU 700 – LEARNING IN CULTURAL CONTEXTS

This course explores major theories and models for understanding how children and adolescents learn; seeks to understand the complex interaction among biological, sociocultural, and psychological factors that influence learning; applies this knowledge about learning to learning and teaching in schools; and investigates the interplay between school culture and students' cultures and the implications for student achievement. The course begins with a sharp focus on the student as an individual learner, then centers on the individual working with a teacher, and finally, centers on the learner in cultural context. Explanations of structural barriers to student achievement are examined and solutions for teachers are investigated. The importance of close observation of children/adolescents and careful consideration of actual student achievement data in sociocultural context are stressed. Field experiences required. *Fall. 3 hours*

### EDU 701 – POWER TOOLS FOR EDUCATORS: USING TECHNOLOGY FOR COMMUNICATION, PRESENTATION, INSTRUCTIONAL DESIGN AND PLANNING, AND ASSESSMENT

To meet the needs of students, to operate effectively in a school environment, and to accomplish professional responsibilities, teachers must be able to use an array of 21st century tools to communicate, maintain and manage data, conduct research, design and present lessons, and to participate in professional networks. The purpose of this course is to introduce the basic technology tools of teachers, their applications, and the ethics associated with the profession. Through this course, you will learn and practice forms of communication specific to teaching, e.g. parent conferences and class newsletters/websites. You will learn the basic elements of lesson planning and assessment, and use of software that supports these tasks. You will consider the uses of presentation software and web design to support student learning. You will carefully consider the ethical dimensions associated with communicating, presenting, data management, designing instruction, and assessing, including the key provisions of the Family Education Rights Privacy Act (FERPA) and guidelines for email communications. Oral Presentation required. Field experience required. *Fall. 3 hours*

**EDU 702 – TEACHING DIVERSE LEARNERS IN THE CLASSROOM**

One challenge that teachers face is how to work with a broad range of cultural, linguistic, and intellectual differences among their students. This course will examine differences and similarities among students and explore socio-cultural and structural influences on student achievement. It will address the questions, "Who are the students in the classroom?" and "What must teachers consider when planning and implementing instruction for all of their students?" The course will focus on basic concepts related to addressing student needs through differentiation, inclusion, and teaching English as a Second Language. Field experiences required. *Spring. 3 hours*

**EDU 703 – BEHAVIOR AND CLASSROOM MANAGEMENT**

This course is designed to give teachers the knowledge and skills to create and maintain effective learning environments. One important aspect of classroom management, behavior management, will be given particular focus. Teachers will understand how to implement positive behavior strategies to help their students learn and engage in appropriate behavior. Field experiences required. *Summer, 3 hours*

**EDU 704 – LEADERSHIP IN SCHOOLS AND SOCIETY**

This course helps teachers analyze the complex historical, cultural, sociological, philosophical, and theoretical perspectives which impact schools. It examines the educational process in the context of modern society and how that process is influenced by the forces of the larger community. Participants will reflect on and critically analyze their professional internship experience. Recognizing the teacher as a leader within a professional community is an important component of the course. This course helps answer the questions, "how do schools work," "how did we get here," and "where are we going and how do we get there?" Field experiences required. Co-requisites: EDU 790 and EDU 791. *Fall. 3 hours.*

**EDU 710 – OVERVIEW OF EXCEPTIONALITIES FOR SPECIAL EDUCATORS**

This course provides an overview of various exceptionalities and the services offered in special education. The course is intended to give the student a foundation of knowledge about the nature and needs of children with special needs, and introduces the student to causes and characteristics of specific disabilities, service delivery models, historical and current issues, legislation, research, trends, and controversies in special education. Field experiences required. *Fall. 3 hours.*

**EDU 711 – READING AND WRITING METHODS FOR SPECIAL EDUCATORS**

The purpose of the course is to develop the instructional competencies of school personnel to teach effectively students with persistent reading problems as well as to select and implement comprehensive reading programs within their schools. Although the focus of this course is on students who have shown persistent problems learning to read (especially those students identified as having special education needs who are participating in regular classrooms), the information is also appropriate for individuals interested in developing early intervention programs. Field Experiences required. *Spring. 3 hours*

**EDU 712 – MATH AND WRITING METHODS FOR SPECIAL EDUCATORS**

This course is designed to introduce candidates to the knowledge, skills and procedures needed to provide effective instruction for students with per-

sistent mathematical difficulties. The principles, techniques, methods, and strategies presented in this class are based on research-validated instructional strategies. The class will provide candidates an understanding of what it takes to build an individualized mathematics instructional program that will have a direct impact on the academic performance of their students. Field Experiences required. *Spring. 3 hours*

**EDU 713 – COLLABORATION WITH PROFESSIONALS AND FAMILIES FOR SPECIAL AND GENERAL EDUCATORS**

The expectations for professionals who work in schools and other education settings are changing dramatically. Although most educators enter the field because of their commitment to work with students, few can be successful unless they refine their skills for interacting with other professionals and families. Educators routinely participate in team meetings and collaborative problem solving activities in a variety of settings in which their ability to communicate effectively is critical. This course is designed to assist candidates in building their collaborative skills, developing skills for effectively participating in difficult interactions, and is intended to help candidates attain the knowledge and skills to be leaders in collaborative efforts in schools. Oral Presentation required. Field experiences required. *Fall, M.Ed. only; Summer, M.Ed. by permission only. 3 hours*

**EDU 714 – LEARNING STRATEGIES ACROSS THE CURRICULUM, FOR SPECIAL EDUCATORS K-12**

This course examines models for teaching learning strategies, metacognitive strategies guiding the learning of content, for students with mild/moderate disabilities in grades K -12. Candidates will examine educational research on the application of literacy and learning strategies in the content areas and will learn ways to assess students' understandings and to use the assessment to plan for instruction. Field experience required. Pre-requisite EDU 711 and EDU 712. *Summer 3 hours*

**EDU 715 – PROCEDURES, POLICIES, AND ASSESSMENT FOR SPECIAL EDUCATORS**

This course provides candidates with a broad knowledge and understanding of a wide range of legal issues related to special education services for students with disabilities. Candidates will have a foundation in effective and efficient assessment and evaluative practices, including standardized and curriculum-based assessment. Field experiences required. *Summer 3 hours*

**EDU 720 – INTEGRATING LITERACY INSTRUCTION AT THE PRIMARY LEVEL**

This course will examine the theory, research and instructional practices essential to literacy development at the primary level in the elementary school. Candidates will learn to integrate children's literature, writing and reading instruction into a total program of balanced early literacy instruction which is culturally relevant and developmentally appropriate for children. Candidates will learn to use multiple models and approaches for assessing literacy learning and plan lessons that meet the needs of all learners. Field Experiences required. *Fall. 3 hours*

**EDU 721 – INTEGRATING LITERACY INSTRUCTION AT THE UPPER ELEMENTARY LEVEL**

This course will examine the theory, research and instructional practices essential to literacy development at the upper elementary level. Candidates will learn to integrate children's literature, writing and reading instruction

into a total program of balanced literacy instruction which is culturally relevant and developmentally appropriate for students. Particular emphasis will be given to using literacy skills as tools for learning content material. Candidates will learn to use multiple models and approaches for assessing literacy learning and plan lessons that meet the needs of all learners. Oral Presentation required. Field Experiences required. *Spring. 3 hours*

#### **EDU 722 – DEVELOPING MATHEMATICAL UNDERSTANDING IN THE PRIMARY GRADES**

This course will examine the theory, research and instructional practices essential to developing mathematical understanding at the primary level in the elementary school. Experiences in this course will focus on helping children develop a sound, foundational understanding of early number concepts, language and skills. Candidates will learn to assess children's mathematical understanding and plan engaging, meaningful learning experiences that lead to success for all learners. Prospective teachers will use culturally-relevant contexts such as children's literature, science, social studies, and the arts to engage children in mathematics. Field experiences required. *Spring. 3 hours*

#### **EDU 723 – DEVELOPING MATHEMATICAL UNDERSTANDING IN THE INTERMEDIATE & UPPER ELEMENTARY GRADES**

This course will examine the theory, research and instructional practices essential to developing mathematical understanding of concepts and skills found in the intermediate elementary grades mathematics curriculum. Experiences in this course will focus on helping children develop a sound, foundational understanding of the concepts, language and skills in the areas of numeration, algebraic thinking, geometry, measurement, data analysis and probability. Candidates will learn to assess children's mathematical understanding and plan engaging, meaningful learning experiences that lead to success for all learners. Prospective teachers will use culturally-relevant contexts such as children's literature, science, social studies, and the arts to engage students in mathematics. Field experiences required. *Summer 3 hours*

#### **EDU 724 – TEACHING AND INTEGRATING SCIENCE AND HEALTH**

This course explores the nature, processes, and products of science and health with an emphasis on content, methods, and curriculum appropriate for teaching in elementary school. Field Experiences required. *Summer. 3 hours*

#### **EDU 725 – TEACHING AND INTEGRATING SOCIAL STUDIES AND THE ARTS**

Prospective elementary teachers will become familiar with the pedagogical principles of the four arts disciplines as they develop and implement learning experiences that meet curriculum objectives in both social studies and the fine arts. Field experiences required. *Summer, 3 hours*

#### **EDU 726 – INTEGRATING THE ELEMENTARY PROGRAM**

A study of integrated curriculum design, including a variety of theories and models. Candidates will examine different theories and apply their knowledge of curriculum design and content to create meaningful lessons, assessments, and an integrated unit for the elementary classroom. Field experiences required. Co-requisites: EDU 790 and EDU 791. *Fall. 3 hours*

#### **EDU 790 – MAT INTERNSHIP**

Designed to provide a full-time experience at the appropriate grade level within the area of specialization. Internships are offered in the areas of elementary education (K–6) or special education (K–12). The candidate engages in a variety of supervised instructional activities, with gradual induction into full-time teaching responsibilities. The candidate will be supervised by both a cooperating teacher in a public school classroom and a college supervisor from the Meredith faculty. Internship fee assessed. All program requirements must be met prior to enrollment. Co-requisites: EDU 704 and EDU 791 Additional co-requisite for Elementary Education—EDU 726. Fee assessed. *Fall. 3 hours*

#### **EDU 791 – TEACHING SEMINAR**

Using the assigned school and classroom as a model, this course offers candidates an opportunity to study current issues having a direct influence upon educational practice and research. Co-requisites: EDU 704 and EDU 790 Additional co-requisite for Elementary Education—EDU 726. *Fall. 1 hour*

## Program of Study—MAT

MAT in Special Education	MAT in Elementary Education
<b>Professional Studies Courses</b> <ul style="list-style-type: none"> <li>• EDU 700 Learning in Cultural Contexts</li> <li>• EDU 701 Power Tools for Educators</li> <li>• EDU 702 Teaching Diverse Learners in the Classroom</li> <li>• EDU 703 Behavior and Classroom Management</li> <li>• EDU 704 Leadership in Schools and Society</li> </ul>	<b>Professional Studies Courses</b> <ul style="list-style-type: none"> <li>• EDU 700 Learning in Cultural Contexts</li> <li>• EDU 701 Power Tools for Educators</li> <li>• EDU 702 Teaching Diverse Learners in the Classroom</li> <li>• EDU 703 Behavior and Classroom Management</li> <li>• EDU 704 Leadership in Schools and Society</li> </ul>
<b>Specialty Courses</b> <ul style="list-style-type: none"> <li>• EDU 710 Overview of Exceptionalities for Special Educators</li> <li>• EDU 711 Reading and Writing Methods for Special Educators</li> <li>• EDU 712 Math and Writing Methods for Special Educators</li> <li>• EDU 713 Collaboration with Professionals and Families for Special and General Educators</li> <li>• EDU 714 Learning Strategies Across the Curriculum for Special Educators</li> <li>• EDU 715 Procedures, Policies, and Assessment for Special Educators</li> </ul>	<b>Specialty Courses</b> <ul style="list-style-type: none"> <li>• EDU 720 Integrating Literacy Instruction at the Primary Level</li> <li>• EDU 721 Integrating Literacy Instruction at the Upper Elementary Level</li> <li>• EDU 722 Developing Mathematical Understanding in the Primary Grades</li> <li>• EDU 723 Developing Mathematical Understanding in the Intermediate and Upper Elementary Grades</li> <li>• EDU 724 Teaching and Integrating Science and Health</li> <li>• EDU 725 Integrating Social Studies and the Arts</li> <li>• EDU 726 Integrating the Elementary Program</li> </ul>
<b>Internship</b> <ul style="list-style-type: none"> <li>• EDU 790 MAT Internship</li> <li>• EDU 791 Teaching Seminar</li> </ul>	<b>Internship</b> <ul style="list-style-type: none"> <li>• EDU 790 MAT Internship</li> <li>• EDU 791 Teaching Seminar</li> </ul>
<b>Professional Portfolio</b>	<b>Professional Portfolio</b>
<b>TOTAL: 37 semester hours</b>	<b>TOTAL: 40 semester hours</b>

# Master of Science in Nutrition

## School of Education, Health and Human Sciences

### Martin Hall

Marie Chamblee, Ph.D., *Dean, School of Education, Health and Human Sciences*

Deborah Tippet, Ph.D., *Head, Department of Human Environmental Sciences*

William H. Landis, Ph.D., R.D., *Program Director, Graduate Studies in Nutrition*

In the Master of Science in Nutrition program students develop a firm foundation in both the role of nutrients in human health and biology, and the research process. The program offers advanced study to enhance one’s current area of practice, promote career advancement and develop leadership capabilities. The program encourages exploration into new areas in the field and provides an academic environment and curriculum conducive to those wanting to transition to new areas of practice. After meeting core requirements, students can plan individualized programs of study through elective courses and research to meet their academic and professional interests.

*Upon completion of the program, graduates will be able to:*

- apply the fundamentals of the research process to study and solve problems, or expand the knowledge base in an area of foods, nutrition, and dietetics
- apply critical thinking skills to develop and evaluate research
- provide service and leadership to professional and community organizations
- communicate effectively to professional and lay audiences.

### Prerequisite Coursework

Introductory coursework in Chemistry (8 semester hours), Statistics (3 hours), Physiology (4 hours), Food or Food Science (3 hours), Introductory Nutrition (3 hours). Prerequisite coursework may be completed after admission to the degree program. Undergraduate level courses must be completed prior to enrollment in graduate level courses.

The following Meredith College courses can be taken to fulfill prerequisite requirements. Course descriptions are located in the undergraduate catalogue.

- BIO 322 HUMAN ANATOMY AND PHYSIOLOGY (WITH LAB), OR
- BIO 323 VERTEBRATE PHYSIOLOGY (WITH LAB)
- CHE 111 CHEMISTRY I (WITH LAB)
- CHE 112 CHEMISTRY II (WITH LAB)
- FN 124 PRINCIPLES OF FOODS, OR
- FN 330 EXPERIMENTAL FOODS

FN 227 INTRODUCTORY NUTRITION

MAT 245 STATISTICS, OR

PSY 200 STATISTICAL METHODS IN PSYCHOLOGY

### Comprehensive Examinations

Students are required to successfully complete comprehensive written examinations to graduate from the program. Minimum eligibility to write the exam is the completion of all core coursework. Scheduling of comprehensive examinations will be arranged with the permission of, and in consultation with, the student’s faculty advisor.

### Program of Study

The program is a 34-hour Master of Science in Nutrition program focusing on applied human nutrition. The curriculum contains 19 hours of core coursework emphasizing the research process, advanced study of nutrients and their role in human health and biology and leadership development. The remaining credits are derived from elective courses in nutrition, other approved courses, and practicum (FN 670) or thesis hours (FN 680). Each student, whether choosing FN 670 or FN 680, will defend his or her practicum or thesis through an oral examination.

#### Required Core Courses

FN 610	RESEARCH METHODS IN FOODS AND NUTRITION	3
FN 611	NUTRITION AND THE LIFECYCLE I	2
FN 612	NUTRITION AND THE LIFECYCLE II	2
FN 620	ADVANCED NUTRIENT METABOLISM I	2
FN 621	ADVANCED NUTRIENT METABOLISM II	2
FN 625	SEMINAR IN NUTRITION (TAKEN 2X)	1
FN 627	FOOD AND SOCIETY	3
FCS 645	REGRESSION ANALYSIS AND OTHER MULTIVARIATE MODELS	3
FN 670	PRACTICUM IN NUTRITION	3
OR		
FN 680	THESIS IN NUTRITION	6

#### Elective Courses

FN 614	MEDICAL NUTRITION THERAPY, ASSESSMENT AND COUNSELING I	4
FN 615	MEDICAL NUTRITION THERAPY, ASSESSMENT AND COUNSELING II	4
FN 630	NUTRITION EDUCATION AND COUNSELING	3
FN 635	GASTRONOMY	3
FN 636	SUSTAINABLE FOOD SYSTEMS	3

FN 650	VITAMINS, MINERALS, AND NUTRACEUTICALS	3
FN 655	NUTRITION AND PHYSICAL PERFORMANCE	3
FN 656	OBESITY AND WEIGHT MANAGEMENT	3
FN 660	FOOD, FILM AND CULTURE	3
FN 675	TOPICS IN FOODS, NUTRITION AND DIETETICS	1–3
FN 800	GRADUATE STUDY	1

## Master of Science in Nutrition Course Descriptions

### FN 610 – RESEARCH METHODS IN FOODS AND NUTRITION

Using the scientific method and elements of critical thinking, students will design and develop a research project to be conducted as part of their thesis or project hours. Appropriate evaluation and analyses will be applied to their proposal. Students will leave the course with a completed research proposal. *Fall. 3 hours*

### FN 611 – NUTRITION AND THE LIFECYCLE I

This course examines nutrition across the lifespan from both a biological and psychosocial perspective. The impact of nutrition in pregnancy, lactation, and infancy through adolescence will be studied. Special reference to agencies offering nutrition services. *Fall. 2 hours*

### FN 612 – NUTRITION AND THE LIFECYCLE II

This course examines nutrition across the lifespan from both a biological and psychosocial perspective. The impact of nutrition in adulthood and older adults will be studied. Special reference to agencies offering nutrition services. *Spring. 2 hours*

### FN 620 – ADVANCED NUTRIENT METABOLISM I

A study of the role of carbohydrates, fiber, and lipids in human nutrition and biology. Mechanisms of absorption, digestion, functions, requirements, and intermediary metabolism in cells with emphasis on integration with other nutrients and systems. Clinical significance, current issues, and critical analysis of the research and professional literature. *Spring. 2 hours*

### FN 621 – ADVANCED NUTRIENT METABOLISM II

A study of the role of amino acids, protein, energy metabolism and food regulation in human nutrition and biology. Mechanisms of absorption, digestion, function, requirements, and intermediary metabolism in cells with emphasis on integration with other nutrients and systems. Clinical significance, current issues, and critical analysis of the research and professional literature. *Pre- or Co-requisite: FN 620 Advanced Nutrient Metabolism I. Spring. 2 hours*

### FN 625 – SEMINAR IN NUTRITION

A presentation-based course, the first part of the semester will be spent conducting a literature review on selected topics in the field. Students will develop oral presentations based on their literature review and will be required to develop and distribute a written abstract and bibliography on their topic. *Fall and spring. 1 hour*

### FN 627 – FOOD AND SOCIETY

Designed as a culminating experience in the program, this course is a critical examination of the social, political, economic and environmental influences on the American and global food system. Students will study the dominant and alternative methods for producing and distributing food to people, and the relationship between human health and the food supply. Students will propose solutions to problems involving the food system in a semester project. *Prerequisites: completion of all other graduate required courses. Fall. 3 hours*

### FCS 645 – REGRESSION ANALYSIS AND OTHER MULTIVARIATE MODELS

This course begins with linear regression and building models for estimation and prediction in the biological sciences. The same concepts will be examined using multiple regression and residual analysis will be added. Topics also will include analysis of variance and covariance, basic concepts of experimental design, and ethical issues in data analysis and interpretation. Statistical software will be used. *Spring. 3 hours*

### FN 614 – MEDICAL NUTRITION THERAPY, ASSESSMENT AND COUNSELING I

FN 614/615 are to provide a comprehensive study of the nutritional care process for graduate students seeking to obtain foundation knowledge and skills toward Didactic Program in Dietetics verification. Application and integration of biological, physiological, and chemical parameters influencing specific medical conditions will facilitate evaluation of nutritional etiology and support for disease processes. Assessment, development of appropriate evidence-based nutritional interventions, and interviewing/counseling of the individual/group will be incorporated into the courses. Case studies and hands-on experiential learning experiences in anthropometric assessment and interviewing/counseling of the individual/group will be incorporated as the focus of the courses. Functioning as a member of a care-team will be stressed. *Prerequisites: CHE 221/241, BIO 322/342 or BIO 323/343, and BIO 334/344. Fall. 4 hours*

### FN 615 – MEDICAL NUTRITION THERAPY, ASSESSMENT AND COUNSELING II

FN 614/615 are to provide a culminating comprehensive study of the nutritional care process for graduate students seeking to obtain foundation knowledge and skills toward Didactic Program in Dietetics verification. Application and integration of biological, physiological, and chemical parameters influencing specific medical conditions will facilitate evaluation of nutritional etiology and support for disease processes. Assessment, development of appropriate evidence-based nutritional interventions, and interviewing/counseling of the individual/group will be incorporated into the courses. Case studies and hands-on experiential learning experiences in anthropometric assessment and interviewing/counseling of the individual/group will be incorporated as the focus of the courses. Functioning as a member of a care-team will be stressed. *Prerequisites: FN 614. Spring. 3 hours*

### FN 630 – NUTRITION EDUCATION AND COUNSELING

An interactive course with students developing, reviewing and implementing various forms of nutrition education targeted to specific population groups. Students will develop, implement and evaluate nutrition education materials. *3 hours*

**FN 635 – GASTRONOMY**

Study of the various factors that contribute to pleasurable dining will be studied. Sensory evaluation will be conducted. Students will reflect upon their own experiences with food and dining, and using critical and analytical thinking skills they will develop a greater awareness of food. Readings will be discussed in terms of their contribution to the understanding of a food and dining experience. 3 hours

**FN 636 – SUSTAINABLE FOOD SYSTEMS**

This course will examine the relationships among diet, the various systems that produce our food, and the environment. Students will study the various agricultural and production methods and strategies for producing food, their impact on the natural environment, and sustainability. Students will connect personal dietary decisions to the broader social and global issues surrounding food, the environment, and health. 3 hours

**FN 650 – VITAMINS, MINERALS, AND NUTRACEUTICALS**

A study of the essential vitamins and minerals in humans, mechanisms of absorption, digestion, functions, requirements, metabolism, and current issues. A review of functional foods, phytochemicals, herbs, and other biologically active compounds in foods, and their relevance to the prevention and treatment of disease. Critical analysis of the research and professional literature. 3 hours

**FN 655 – NUTRITION AND PHYSICAL PERFORMANCE**

A study of diet and nutrition needs and assessment of athletes and physically active people, and the factors affecting diet and nutritional status in this population. Nutrition facts and fallacies in sport nutrition, efficacy of supplements, engineered foods, and ergogenic aids for the enhancement of physical performance. 3 hours

**FN 656 – OBESITY AND WEIGHT MANAGEMENT**

A comprehensive review of literature in the field of overweight/obesity and its health consequences in child and adult cohorts. Program, policy and position papers of organizations dealing with obesity will be evaluated. Strategies for weight management including diet, physical activity and behavior will be studied. Current research in treatment, pharmacological and surgical intervention. 3 hours

**FN 660 – FOOD, FILM & CULTURE**

Guided by social science theories, this course explores the connections between food and culture, as expressed through the media of film and writing, exploring the ways in which the use of food illuminates historical, sociocultural, and environmental influences on food choices of cultural groups. The aim of the course is to find out what food, as depicted in film and writing, tells us about our world, our communities, and ourselves. Field experiences at local markets and foodservice establishments provide hands-on experience with cultural foods. 3 hours

**FN 675 – TOPICS IN FOODS, NUTRITION, AND DIETETICS**

Advanced study of a variety of current, new, and/or controversial topics in the field of foods, nutrition, and dietetics. *Prerequisite: permission of graduate advisor.* 3 hours

**FN 670 – PRACTICUM IN NUTRITION**

A supervised field experience with an organization, agency, business or other entity in the field of foods and nutrition or an applied project. Students will meet with a faculty supervisor to design a suitable field experience and establish measurable objectives and learning outcomes to be achieved at the conclusion of the course. *Prerequisites: FN 610, FCS 645, and permission of graduate advisor.* Spring and summer. 3 hours

**FN 680 – THESIS IN NUTRITION**

Research in nutrition and dietetics directed by a graduate committee. *Prerequisites: FN 610, FCS 645, and permission of graduate advisor.* 6 hours

# Dietetic Internship

## School of Education, Health and Human Sciences

### Martin Hall (formerly Hunter Hall)

Marie Chamblee, Ph.D., *Dean, School of Education, Health and Human Sciences*

Deborah Tippet, Ph.D., *Head, Department of Human Environmental Sciences*

Cathie Ostrowski, M.S., R.D., L.D.N. *Program Director, Dietetic Internship*

## Internship Philosophy

The Dietetic Internship builds on the academic preparation of Didactic Programs in Dietetics (DPD). It provides the education in clinical nutrition, public health, and food service management for entry-level dietitians as stated in the Standards of Education published by the American Dietetic Association (ADA).

Students will gain solid understanding and experience in normal and clinical nutrition, public health nutrition and food service management. They will apply nutritional principles to all stages of the life cycle, disease prevention, control of disease process and restoration of health through effective communication and in the context of human relationships. The program, which admits qualified men and women, strives to create a supportive, diverse and intellectually rigorous environment for dietetic education. Analytical and conceptual skills will be further developed through graduate coursework. Students will develop the knowledge, skills and values that will prepare them to assume leadership roles and strive for professional competence, productivity and service to society.

## Internship Goals

*Upon completion of the Dietetic Internship program, students will:*

- be ready for entry-level positions in the field of nutrition/dietetics and/or advanced degree programs in nutrition, dietetics or allied health fields
- be able to provide leadership and/or service professionally and to the community
- become credentialed by the Commission on Dietetic Registration (CDR).

## Accreditation Status

The Meredith College Dietetic Internship program is accredited by the Commission on Accreditation for Dietetics Education of the American Dietetic Association. ([www.eatright.org](http://www.eatright.org))

## Application Procedures

The following application materials must be submitted to the Dietetic Internship Director:

- A completed Declaration of Intent to Complete Degree and ADA-Minimum Academic Requirements or an ADA Verification Statement signed by the applicant and the Program Director of a Didactic Program in Dietetics. A valid Verification Statement stating successful completion of an ADA-approved Didactic Program in Dietetics must be submitted before the applicant can enter the internship
- An official baccalaureate transcript from a regionally accredited college or university, plus official transcripts from all other post-secondary institutions the applicant has attended
- A completed ADA application, which includes educational background, work experience internships, activities, and honors
- Three letters of recommendation from people with knowledge of the applicant's professional potential and character: preferably one from the DPD Program Director, one from a professor and one from a supervisor
- A letter of application stating professional and educational goals and the reasons for choice of this Dietetic Internship
- Test of English as a Foreign Language (TOEFL) scores (for international students only)
- A non-refundable application fee of \$50, payable to Meredith College.

All applicants to Dietetic Internships (DI) and most Pre-Professional Practice Programs (AP4) must participate in computer matching. Applicants should obtain instructions and appropriate forms to prioritize their DI or AP4 preferences. Applicants can obtain this material from D&D Digital Systems (see address below) and submit completed forms by stated due date. There is no charge for this material. However, there is a \$50 charge for computer matching that is due with the applicant's prioritized ranking.

*Address requests to:*

D&D Digital Systems, 304 Main Street, Suite 301  
Ames, IA 50010  
515-292-0490  
e-mail: [dnd@netins.net](mailto:dnd@netins.net)  
[www.dnddigital.com/ada/](http://www.dnddigital.com/ada/)

The postmark deadline for the application package and the D&D forms is February 15 (Date may vary slightly from year to year. Check current ADA publications, ADA website ([www.eatright.org](http://www.eatright.org)) or DPD Director for exact deadline date each year.)

## Admission Criteria

Applicants for admission must submit all materials listed under Application Procedures. In addition, applicants must have a minimum undergraduate GPA of 2.8/4.0 overall, for the last 60 hours of

coursework verified by transcripts from all institutions, and approval by the Dietetic Internship program selection committee.

### Master in Nutrition Program

Admission to the MS degree in Nutrition and the Dietetic Internship programs at Meredith College requires separate applications. Acceptance into the MS program does not imply acceptance into the Dietetic Internship program, or vice versa. Students seeking admission into the Dietetic Internship program should follow the application procedures established by the American Dietetic Association and the Meredith College Dietetic Internship program. Students successfully completing the Meredith College Dietetic Internship program can transfer nine graduate credit hours to the MS in Nutrition program, and those who complete Dietetic Internships elsewhere may be eligible to transfer up to six graduate credits into Meredith's MS in Nutrition program.

An applicant to Meredith's Master of Science in Nutrition program who has successfully (received all As or Bs) completed his or her academic coursework for Meredith's Dietetic Internship, may request in writing that s/he be allowed to substitute this academic work, along with a recommendation from his or her DI director, for the GRE®.

### Notification of Admission

The applicant will receive notification of the results of the computer matching from D&D Digital Systems by overnight mail or e-mail. Applicants should call or fax the Dietetic Internship Director to confirm their acceptance of the match to the Dietetic Internship at Meredith College by the designated appointment date (check current ADA literature for exact date each year). A letter confirming acceptance to the appointment must be postmarked, or sent by fax, within 24 hours after the phone call.

### Certification

The student who successfully completes the Dietetic Internship program will receive a Program Verification Statement signed by the Program Director. This allows the student to sit for the Registration Examination for Dietitians.

### Program of Study

Students must take two three-hour graduate level courses: Advanced Clinical Nutrition Seminar (spring) and a course of their choice. In addition, students will complete four rotations in clinical nutrition, food service management and community nutrition, and a three-week enrichment rotation of their choice. Students will participate in local field trips and will attend the ADA national conference or ADA public policy workshop.

FN 603 FOOD SERVICE MANAGEMENT  
(SUPERVISED FIELD EXPERIENCE)

FN 604 CLINICAL NUTRITION  
(SUPERVISED FIELD EXPERIENCE)

FN 605 COMMUNITY NUTRITION  
(SUPERVISED FIELD EXPERIENCE)

FN 606 ENRICHMENT ROTATION

### Dietetic Internship Course Descriptions

#### FN 601 – ADVANCED CLINICAL NUTRITION SEMINAR

Advanced study of the relationship between nutrition and selected pathophysiological conditions. Discussion of the role of nutrition in the prevention, treatment and rehabilitation of those conditions. Ethical and legislative issues in dietetics will be discussed. 3 hours

#### FN 603 – FOOD SERVICE MANAGEMENT

Supervised field experience. 3 hours

#### FN 604 – CLINICAL NUTRITION

Supervised field experience. 3 hours

#### FN 605 – COMMUNITY NUTRITION

Supervised field experience. 3 hours

#### FN 606 – ENRICHMENT ROTATION

1 hour

### Graduate Level Elective

For their second course, Dietetic Internship students will select from the graduate level elective courses offered during the fall semester. For a complete list of elective courses, see the Master of Science in Nutrition program section on page 31.

# Graduate School Faculty and Staff Directory

Dates in parentheses indicate the year in which the individual joined Meredith

## Administration

MAUREEN A. HARTFORD, Ed.D. (1999)

President of the College

TBD

Vice President for Institutional Advancement

JEAN JACKSON, Ph.D. (1983)

Vice President for College Programs

ALLEN PAGE, Ph.D. (1973)

Vice President for Academic Programs

WILLIAM F. WADE, JR., B.S., C.P.A. (1986)

Vice President for Business and Finance

## GRADUATE SCHOOL

SYLVIA HORTON, (2001)

Admissions Coordinator

KAREN SAMPSON, B.S. (1996)

Assistant

## SCHOOL OF BUSINESS

DENISE M. ROTONDO, Ph.D. (2006)

Dean, School of Business and Professor of Business

SUSAN WESSELS, D.B.A., C.P.A. (1978)

Department Head and Professor of Business

PAGE MIDYETTE, M.B.A. (2002)

Director, MBA Program

ALLISON ANTHONY, M.S. (2007)

MBA Recruiter

MARTHA YATES (2006)

Departmental Assistant

## SCHOOL OF EDUCATION, HEALTH AND HUMAN SCIENCES

MARIE CHAMBLEE, Ph.D. (1977)

Dean

### Department of Education

MARY KAY DELANEY, Ph.D. (2007)

Department Head

ELLEN GRADEN, Ph.D. (1996)

Program Director, Graduate Studies in Education

ERIN BARROW, M.A. (2007)

Graduate Program Manager and Admissions Counselor

SHARON JONES (2001)

Departmental Assistant

### Department of Human Environmental Sciences

DEBORAH TIPPETT, Ph.D. (1987)

Department Head

WILLIAM H. LANDIS, Ph.D., R.D. (1996)

Program Director, Graduate Studies in Nutrition

NEALIE TEBB, B.A. (2007)

Graduate Program Manager & Admissions Counselor

CATHIE OSTROWSKI, M.S., R.D., L.D.N. (2004)

Program Director, Dietetic Internship

GAIL CARNAGUA (2007)

Departmental Assistant

## FACULTY

(Dates in parentheses indicate the year in which the individual joined Meredith.)

JANE E. BARNES, J.D., Ph.D. (2003)

Assistant Professor of Business

B.S., Ohio University; M.B.A., Cleveland State University; M.S.J.D. Ph.D. Rutgers University

MELINDA CAMPBELL, Ph.D. (1992)

Professor of Health and Exercise

B.S., Gardner-Webb College; M.S., Indiana University; Ph.D., University of North Carolina at Greensboro

MARY KAY DELANEY, Ph.D. (2007)

Associate Professor of Education

B.A., The George Washington University, Ed.M., Harvard University, Ph.D., University of North Carolina at Chapel Hill

TISHA DUNCAN, Ph.D. (2008)

Assistant Professor of Education

B.S., Meredith College, M.Ed., Ph.D., University of North Carolina at Chapel Hill

MARILYN DUTTON, Ph.D. (2006)

Associate Professor of Business

A.B., Mount Holyoke College, M.A., Ph.D., Duke University

SUSAN FISHER, Ph.D., R.D. (1998)

Associate Professor of Human Environmental Sciences

B.S., M.S., Florida State University; Ph.D., University of Tennessee

JANE GLEASON, Ph.D. (1994)

Professor of Education

B.S., M.Ed., East Carolina University; Ph.D., University of North Carolina at Chapel Hill

ELLEN GRADEN, Ph.D. (1996)

Associate Professor of Education

A.B., Murray State University; A.M., University of Kentucky; Ph.D., Ohio State University

ROSEMARY T. HORNAK, Ph.D. (1977)

Professor of Psychology

A.B., Wheeling College; A.M., Ph.D., Ohio State University

STEPHANIE HURT, Ph.D. (2004)

Associate Professor of Business

B.A., M.A., Ph.D., Université de Lille III

JEFF LANGENDERFER, Ph.D. (2006)

Associate Professor of Business

A.B., University of North Carolina at Chapel Hill, J.D., North Carolina Central University, Ph.D., University of South Carolina

WILLIAM H. LANDIS, Ph.D., R.D. (1996)

Associate Professor of Human Environmental Sciences

B.A., Guilford College; M.S., Ph.D., University of North Carolina at Greensboro

MARY JANE LENARD, Ph.D. (2005)

Associate Professor of Business

B.S., Carnegie Mellon University; M.B.A., University of Akron; Ph.D., Kent State University

YING LIAO, Ph.D. (2006)

Assistant Professor of Business

B.S., Tsinghua University, M.S., Ph.D., University of Toledo

MARY BETH MARR, Ph.D. (2006)

Associate Professor of Education

B.S., Purdue University, M.S., Purdue University, Ph.D., University of Minnesota

MONICA B. MCKINNEY, Ph.D. (2000)

Associate Professor of Education

A.B., Ph.D., University of North Carolina at Chapel Hill

CAROLYN WHITE NYE (2007)

Assistant Professor of Business

B.S., Bentley College, Ph.D., University of South Carolina

REBECCA J. OATSVALL, Ph.D. (1984)

Professor of Business

B.S., M.Acc., Ph.D., University of South Carolina

JENNIFER OLSON, Ph.D. (2006)

Assistant Professor of Education

B.A., M.A., College of William and Mary; Ph.D., University of Georgia

CATHIE OSTROWSKI, M.S., R.D., L.D.N. (2004)

Program Director, Dietetic Internship

Human Environmental Sciences

B.S., M.S., D'Youville College

WETONAH RICE PARKER, Ed.D. (1993)

Professor of Education

B.S., Ball State University; M.Ed., North Carolina Central University; Ed.D., North Carolina State University

SUSAN ROBERTS, Ph.D. (2006)

Assistant Professor of Education

B.S., East Carolina University, M.Ed., Coppin State College, Ph.D., University of North Carolina at Chapel Hill

DENISE M. ROTONDO, Ph.D. (2006)

Professor of Business

B.S., University of Florida; MBA, Ph.D., Florida State University

JULIE SCHROCK, Ph.D. (2002)

Associate Professor of Education

B.S., A.M., West Virginia University; PH.D., University of North Carolina at Chapel Hill

MARGE TERHAAR-YONKERS, Ph.D. (2008)

Associate Professor of Education

B.S., State University College of New York at Buffalo, M.A., San Jose State University, Ph.D., University of Tennessee at Knoxville

DOUGLAS J. WAKEMAN, Ph.D. (1984)

Professor of Economics

A.B., Ph.D., University of North Carolina at Chapel Hill

SUSAN WESSELS, D.B.A., C.P.A. (1978)

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# Student Handbook

## Graduate Student Activities and Services

As a graduate student, you are a vital member of the Meredith College community. We hope you will take advantage of the wide range of activities and services designed to complement your academic program and help you get the most out of your Meredith experience. Some are activities that can broaden your cultural and social horizons; others are services available to help you balance your busy life, enhance your health, and optimize your educational experience. Use the Fitness Center, attend a concert or lecture, scan the bulletin boards in the Cate Center, log on to the Meredith College web site, or just spend time with your classmates or family on the beautiful Meredith campus—and let us know if there is anything else we can do to help ensure that your graduate school experience is everything you want it to be.

*In alphabetical order:*

### Amphitheater and Lake

The Elva Bryan McIver Amphitheater and lake provide a lovely setting and one of Meredith's well-known landmarks. Many Meredith students find the lake area perfect for study, quiet conversation, relaxation or contemplation. Social events, such as picnics, are often held there, as are more official gatherings, such as spring graduation exercises. For security reasons, use of the lake at night is prohibited. Swimming in the lake is also prohibited at all times.

### ATM Machines

A Wachovia automated teller machine is located in the lobby of the first floor of the Cate Center. The machine provides most services available at most ATMs, with the exception of deposits. There is no fee to Wachovia customers; a small fee will apply to customers of other banks who use the Plus or Relay network to access their accounts. The lobby of Cate Center is open from 6 a.m. until midnight.

### Blackboard

(Web-based academic program supplements)

Blackboard is a software tool, accessed via a Web browser, that allows faculty members to supplement their classroom activities by providing a central location for course documents, class policies, assignments, grades and recommended web links.

Each new graduate student receives his or her own Blackboard account, with a login and initial password supplied by Technology Services, to access for any course they are taking. Check with the faculty member to find out if Blackboard will be used for a particular class.

*To access your Meredith Blackboard account via the Web:*

- Visit [www.courses.meredith.edu](http://www.courses.meredith.edu), enter the following information, then

click on <Login>:

- USERID (this is the text of your Meredith email address before "@")
- PASSWORD (initially your birthday in 6 digit format MMDDYY)

- <Logoff> when you are finished

## Bulletin Boards and Publicity

**Bulletin boards** located in the Cate Center are an important avenue of communication for graduate students. Campus offices and organizations regularly post information about programs, projects and meeting times on these boards. Each group that uses a bulletin board is responsible for posting its own announcements, and each publicity item should be stamped and approved by the Office of Student Activities and Leadership Development. To provide adequate space for each group, all announcements should be put up no earlier than one week prior to an event, and must be removed immediately following the event. Individuals may use the bulletin boards on the second floor of the Cate Center to post information, as long as they have the item stamped for approval. Unapproved announcements will be removed.

To post announcements in the Cate Center for non-Meredith College events, approval must be secured from the Office of Student Activities and Leadership Development prior to posting. Unapproved announcements will be removed. All announcements/fliers must identify the sponsoring organization and/or a contact person. Meredith College reserves the right to deny permission to post publicity from any group that is not in accord with the philosophy of the College.

Students, faculty and staff from the Meredith College community may submit e-news articles using the e-news submission form on Meredith's web site. Articles are posted as expeditiously as possible on a first-come, first-served basis and are posted at the discretion of the webmaster.

**The weekly campus newspaper, the *Meredith Herald***, is published 13 times each fall and spring semester. Letters to the editor and article submissions are encouraged from all students. The deadline for submissions is 12 p.m. every Friday. Submissions can be placed in the Herald's box located outside the Publications Office on the second floor of the Cate Center, or submitted via email to [herald@meredith.edu](mailto:herald@meredith.edu).

**Meredith Cable Television** channels 5, 10 and 11 are cablecast from Meredith Cable Television (MCTV), located in room 13 of the Carlyle Campbell Library. Channel 10 is the home for MCTV weekly programs, some of which are produced by undergraduate video

production students. Channel 11 airs SCOLA (international news and entertainment programming). Channel 5 is Meredith's 24-hour information center. It's fast, easy and free. Paid advertisements are not accepted on any MCTV Channel. MCTV provides video editing and post-production facilities for educational projects and commercials for campus events. Appointments made well in advance are necessary. Any questions or concerns regarding MCTV, video course offerings or the Meredith Video Club should be directed to the Cable Administrator located in the Carlyle Campbell Library. (MCTV is open weekdays, 9 a.m.–5 p.m.)

Other avenues for publicity may be offered through individual schools and programs. Students should contact their Program Director for more information.

Campus Cultural and Athletic Programs

For information on campus events, call 919-760-8533.  
To reach the Meredith Performs Box Office, call 919-760-2840.  
[www.meredith.edu/calendar](http://www.meredith.edu/calendar)

Campus-sponsored cultural and athletic programs are generally free of charge to all Meredith students, and can add another dimension to the graduate student experience.

- Convocations for the entire Meredith community are held throughout the year, often on Mondays. Convocations provide a forum to explore spiritual, intellectual, cultural and social ideas through speakers or performances from a variety of fields.
- Symposia are offered occasionally to explore in-depth ideas and issues of concern to the College community.
- Meredith athletic teams compete in the USA South Athletic Conference. Meredith fields undergraduate women's teams in basketball, soccer, softball, cross country, tennis and volleyball.
- The Meredith Performs Series features student theater, music and dance productions, as well as other outstanding artists, lecturers and performers. Other arts opportunities on campus include: music recitals by Meredith students, faculty and guests; art exhibits in Johnson Hall, Gaddy-Hamrick Art Center ([www.meredith.edu/artgallery](http://www.meredith.edu/artgallery)) and other campus locations that feature the work of student art majors and other artists; and lectures by regionally and nationally acclaimed proponents of the arts.

Campus Dining

Belk Dining Hall (919) 760-8377) is located near the center of campus and offers a variety of dining options, including a salad bar, sandwich bar, American entrees, ethnically inspired foods and vegetarian selections. Dining Hall menus can be found online or by calling the campus menu line. Belk Dining Hall is closed during breaks and summer hours may vary.

Belk Dining Hall is open for:

Breakfast	7:30–8:30 a.m.	Monday to Friday
Continental Breakfast	8:30–10:15 a.m.	Monday to Friday
	8:30–10 a.m.	Saturday and Sunday
Lunch	11:30 a.m.–1:30 p.m.	Monday to Friday
	11:30 a.m.–1 p.m.	Saturday and Sunday
Dinner	5–7 p.m.	Monday to Thursday
	4:30–6 p.m.	Friday, Saturday and Sunday

The BeeHive Café (919-760-8328) is located on the second floor of the Cate Center. Menu selections include burgers, pizza and deli sandwiches. In addition, you can enjoy hot soups, salads, snacks and beverages. The BeeHive Café information board posts daily specials. The Café is generally open when classes are in session, closed on Saturdays and Sundays and operates on a reduced schedule during breaks and summer months.

The BeeHive Café is open:

7:30 a.m.–8:30 p.m. Monday to Thursday  
7:30 a.m.–4 p.m. Friday  
Closed Saturday and Sunday

Campus catering services are available for on-campus events. From light refreshment breaks for student organization meetings to formal luncheons and dinners, the catering service's goal is to ensure the success of every event. In addition, the service's on-campus bakery can create decorated cakes for any occasion. For most orders, a minimum of 48 hours notice is required.

If you plan to use the dining services on a regular basis, contact Dining Services to ask about the Commuter Meal Plan.

Campus ID Cards/CamCards

Campus Police 919-760-8888

All Meredith students are required to have and carry a Meredith picture identification card called the CamCard. This includes all graduate students, including degree-seeking, licensure-only, post-baccalaureate study (non-degree), visiting students and Dietetic Interns. CamCards are required to check out library materials and for general identification purposes around the campus. Identification cards are made free of charge in the Security Office.

Any student who has a CamCard may open a Secure Spending Account by making a deposit to this account. Once funds are deposited in the Secure Spending Account, students can use the CamCard to make purchases that will be deducted from this account in the Meredith Supply Store, certain campus vending operations, campus photocopy machines and for individual meal purchases in the Belk Dining Hall and the BeeHive Café. Deposits may be made in person at the Accounting Office or by mail. Cash withdrawals are not allowed. For more information on depositing

and using money in a Secure Spending Account, please contact the Accounting Office (919-760-8363).

Lost or stolen CamCards should be reported immediately to the Security Office. There is a \$5 charge to replace lost or stolen IDs.

## Campus Ministry

919-760-8346. Open 8 a.m. –5 p.m. weekdays; until 7 p.m. on Tuesday

The campus ministry staff provides guidance for the development of religious programs on the campus, as well as a pastoral presence for the campus community. The ministerial staff serves as advisors to the Meredith Christian Association and offers lectures, programs, small group experiences and counseling for the campus at large. The campus minister and staff are available to the College community for counseling pertaining to religious questions, religious vocations and personal problems.

Students are invited to visit with the staff, tour the chapel, use the Jones Chapel Meditation Room and Reading Room and participate in the community worship services each Wednesday at 10 a.m. in the Jones Chapel.

## Career Center

919-760-8341. Open weekdays, 8 a.m. –5 p.m.;  
Evenings by appointment.

The Career Center can provide students with career counseling and coaching, resume consultation, interview preparation, cooperative education and resource information. The office and adjoining Career Resource Room are located on the second floor of the Park Center, adjacent to the Cate Center. A graduate student orientation is held at the beginning of the fall and spring semesters.

## Cate Student Center

Open 8 a.m.–9 p.m., Monday to Thursday, closes at 5 p.m. on Friday

The Cate Student Center is the center of non-academic student life for graduate students. The Center offers convenient access to computers, an ATM machine, a post office, a wide-screen television, telephones and a study and lounge area. Bulletin boards feature programs and information of interest to graduate students. The Cate Center is also home to the Meredith Supply Store and the BeeHive Café.

## Commuter Services

*The Office of Commuter Life and Diversity Programs*  
(919-760-8523) is open weekdays, 8 a.m.–5 p.m.

Commuters may work, have a family or travel a long way from home to attend classes at Meredith. The Graduate School recognizes and values the commitment made by commuters, and offers a range of programs and services to make commuting life a bit easier.

- Check the **Office of Commuter Life and Diversity Programs**

and/or the Meredith e-news on the web site for the latest information on commuter services and programs.

- **Association for Meredith Commuters (AMC):** This organization meets once a semester or as needed to discuss commuter concerns and issues. Commuters are automatically considered members of the AMC.
- **The Commuter Connection:** An online Blackboard “course” designed to inform commuters of campus events, allows them to chat with other commuters and discuss related issues.
- **Commuter Mail Pockets:** Located on the first floor of the Cate Center near the campus post office, pockets for campus mail are an important way to stay informed of campus and class events. Commuters can sign up for a pocket in the Dean of Students Suite on the second floor of the Park Center.
- **Commuter Workstation:** The workstation on the second floor of the Cate Center, next to the vending machines, is fully stocked with lined paper, note cards, pens, pencils and other supplies commuting graduate students may need to remain productive while on campus.
- **Good Morning, Commuters:** Complimentary pastries, bagels and juice bring commuters together to socialize at this regular event, held the first Monday of each month in the second-floor Cate lounge.
- **Lockers:** A limited number of lockers are available, at no charge, for commuters’ convenience. The lockers, and a refrigerator, are located near the vending machine on the second floor of the Cate Center.
- **Special Events:** Commuters receive special recognition during Commuter Appreciation Day (November) and Commuter Appreciation Week (March).

## Counseling Center

919-760-8427. Open 8 a.m.–8 p.m. weekdays; closes at 5 p.m. on Friday

The Counseling Center offers free, confidential individual and group counseling with degreed and licensed counselors to students with social, emotional or academic concerns. Services for acute psychological crisis are provided by local hospitals. The Counseling Center also coordinates and arranges for accommodations needed for students with disabilities. The Center is located on the first floor of Carroll Hall next to the Health Center.

## Disability Services

919-760-8427

Meredith College’s goal is to create an accessible community where people are judged on their abilities, not their disabilities. The Coordinator of Disability Services strives to provide individuals with

the tools by which they can better accomplish their educational goals. The Coordinator provides, arranges and coordinates accommodations for students in courses, programs, services, activities and facilities. The Coordinator maintains disability-related documents, certifies eligibility for services, determines reasonable accommodations and develops plans to provide these accommodations for students with disabilities.

Because not every student with a disability needs an accommodation, and because two individuals with same disability may not need the same accommodations, in post-secondary settings it is the student's responsibility to request accommodations, if desired.

## Email

New graduate students will be assigned a Meredith email address once enrolled in class(es). Technology Services will send these students information about their email address and initial password. Checking Meredith email accounts regularly is essential to keep up-to-date with announcements, invitations, messages from professors and administrators and other pertinent information related to graduate studies at Meredith College. Students have the option to access their Meredith email directly or arrange to forward Meredith email to another account.

Students are responsible for all information conveyed via their Meredith email accounts.

Two ways to access your Meredith email account:

### 1. Via the Web

Visit [www.whiterabbit.meredith.edu/](http://www.whiterabbit.meredith.edu/), enter the following information, then click on <Login>:

- USERID (this is the text of your Meredith email address before "@")
- PASSWORD (you are assigned a random password once you register for classes)
- <Logoff> when you are finished

### 2. By Email Forwarding

If you would rather have your Meredith email account forwarded to the email address that you currently use, follow these steps:

Log into your Meredith account using the instructions above. Scroll down and click on the "Change Mail Forwarding Information" link.

Type the full email address to which you plan to forward your Meredith email.

Click on <Save>.

<Logoff> when you are finished.

*Note: If you change your primary email address, remember to also change your mail forwarding!*

## Fitness Center

The Margaret Weatherspoon Parker Fitness Center, available only to Meredith students, faculty and staff, is located in the Weatherspoon Building. The Fitness Center offers a full range of weight machines, free weights and cardiovascular equipment, as well as an indoor swimming pool and lighted tennis courts. Students, faculty and staff who wish to use the facility must complete an orientation session, which will introduce them to the equipment, rules and regulations. Refer to the pool and fitness hours on the college web site for the schedule of available hours.

## Health Services

*The Health Center (919-760-8535) is open 7 a.m.–7 p.m., weekdays. Closes at 5 p.m. on Friday.*

## Honor Societies

Honor societies are open to graduate students. For more information about membership requirements contact your program director.

## International Student Advisor

*Kevin Morrison (919) 760-8429*

The International Student Advisor provides various services for non-immigrant students regarding visa regulations.

## Learning Center

Meredith College's Learning Center is staffed by Meredith students who have been trained to support other students with one-on-one tutoring in writing, grammar, foreign languages, mathematics and some science courses. Tutors will answer your questions about word processing, library research and speech writing and delivery. You will find reference books, handouts and self-help exercises in writing, grammar and mathematics in the Center, as well as guidance for GRE® and PRAXIS review. To make an appointment, visit the Learning Center at 122 Jones Hall, or contact the office at 919-760-2800 or through the Learning Center website: [www.meredith.edu/learn/default.htm](http://www.meredith.edu/learn/default.htm).

## Library Services

The Carlyle Campbell Library (919-760-8531) offers many services and resources to the students and faculty of Meredith. The basic collection of books, periodicals, microfilms and audiovisual materials is housed in the main library building, while a collection of recordings and scores is found in the **Music Library** in Wainwright (see Music Library). The combined catalogs in the Automated Library Information System (ALIS) can be searched within the libraries or accessed through the Campus Network, the Internet or dial-in modem.

## Carlyle Campbell Library Hours

	<i>Library Hours</i>	<i>Information Desk Reference Services</i>
Monday to Thursday	7:45 a.m.–1 a.m.	9 a.m.–10 p.m.
Friday	7:45 a.m.–9 p.m.	9 a.m.–5 p.m.
Saturday	11 a.m.–7 p.m.	1 p.m.–5 p.m.
Sunday	1 p.m.–1 a.m.	1 p.m.–9 p.m.

Most library materials are loaned for a three-week period and can be renewed twice, provided that they are not needed by another patron. Laser discs circulate for three days only. The Meredith CamCard must be presented to check out materials, including reserve items. Materials can be renewed in the library or by phone.

**Off-campus resources** are available through interlibrary loans and the Internet. Students who wish to use other academic libraries in Raleigh can obtain a Cooperating Raleigh Colleges (CRC) Library Loan Form from a librarian by presenting a CamCard and having no fines or overdue materials at the Carlyle Campbell Library. This form allows students to borrow five items per day at CRC libraries. Students enrolled at Meredith may use other libraries and their resources without the loan form, but cannot borrow materials without the appropriate form and a Meredith ID.

Students have access to **NC LIVE**, a gateway to electronic information shared by the North Carolina libraries. NC LIVE currently offers online access to complete articles from more than 5,500 newspapers, journals and magazines; two encyclopedias; and indexing for more than 15,000 periodical titles. To access NC LIVE from an off-campus location, a password is required, which is available at the Meredith College library circulation desk.

Reserve materials may be checked out from the Reserve Desk. The faculty specifies one of the following types of reserve:

- Strict: in-library use only for three hours
- Overnight: checked out overnight and due one-and-a-half hours after the library opens the next day
- Three-day: to be returned within a three-day period.

Reference books, periodicals, and videotapes may not circulate out of the library building.

Students are responsible for the payment of fines for overdue items, including reserve materials and for replacement costs of lost items. The fine is 10 cents per day for most items, 10 cents per hour for reserve materials, and \$1 per day for circulating audio-visual items. Borrowing privileges are suspended for any student with total fines exceeding \$3 and are reinstated when fines are paid.

## Lost and Found

Lost and found articles are collected in the Campus Police Department (919-760-8888). Proper ID is required to recover found property.

## Meredith Supply Store (Book Store)

(919) 760-8545. Open 8 a.m.–6 p.m. (M,T);  
8 a.m.–5 p.m. (W, Th, F)

The Meredith Supply Store, located in the Cate Center, stocks all the necessary textbooks and supplies for graduate academic courses. In addition, the store carries general reference books, CDs, clothing and gifts. The Supply Store also allows students to cash checks up to \$50.

## Music Library

The Music Library is located on the first floor of the Wainwright Music Building. This library houses a collection of recordings and scores and provides a variety of listening facilities. Recordings may not be checked out of the Music Library; however, scores do circulate and are subject to the same loan period and overdue policies as materials checked out from the Carlyle Campbell Library.

### Music Library Hours

Monday to Thursday	8 a.m.–10 p.m.
Friday	8 a.m.–5 p.m.
Saturday	closed
Sunday	1 p.m.–9 p.m.

The Music Library is closed during official convocations. Holiday and intersession hours will be posted.

## Post Office

*Services available weekdays, 8 a.m. to 5 p.m., while classes are in session.*

The campus mail room is located on the first floor of the Cate Center. Although the mail room is not an official U.S. Post Office, stamps are available for purchase and packages that do not require special handling are accepted. Outgoing mail pickup is 5 p.m., Monday through Friday.

## Technology Services

*Help Desk 919-760-2323*

Computer services available through the Office of Technology Services include:

**The Help Desk**, providing one-stop service for answers to students' questions about technology issues: everything from location and hours of computer labs, to applying for e-mail accounts, to software troubleshooting. To reach the Help Desk, dial 2323 from on-campus or 919-760-2323 from off-campus.

**Campus network**, providing e-mail accounts for students, faculty and staff; Internet access; ALIS access (Carlyle Campbell Library Computer System); and access to Meredith's Web pages. All new graduate students will be assigned a Meredith email address once enrolled in class(es). Technology Services will send these students information via US postal service about their email address and initial password.

**Campus web site**, including information on academic courses, student organizations, Blackboard online courseware and campus e-news. Technology Services supplies new students with a login and initial password for Blackboard, a Web-based software tool that supports many aspects of the Graduate School's curriculum.

**Computers**, including a scanner, for graduate students' use on the second floor of the Cate Center. (Other computer labs, open to all Meredith students, are located at Harris, Ledford, and Carlyle Campbell Library.)

*See Email and Blackboard for more information on Technology Services.*

Campus policies on appropriate use of technology resources are available from the Office of Technology Services. Policies also are posted on the Internet.

## Volunteer Services

Volunteer Services provides service opportunities for all members of the Meredith College community. Students may volunteer to work with a community service agency, serve as tutors with Meredith's Literacy Initiative, participate in an annual service event or create their own service projects for the campus or the community.

Volunteer Services hosts an annual Volunteer Fair each fall, with representatives from community service agencies, health care facilities, museums and schools. This campus event enables the Meredith community to learn about community service needs and opportunities.

Meredith's Volunteer Services Coordinator serves as Director of the Meredith READS Literacy Program. In partnership with MotheRead, Inc., a nationally-acclaimed literacy organization, Volunteer Services recruits, trains and supports Literacy Program story-sharing volunteers.

For more information on opportunities offered through Volunteer Services, contact the Coordinator of Volunteer Services, Tabitha Underwood at 919-760-8357 ([tabithau@meredith.edu](mailto:tabithau@meredith.edu)).

# Campus Policies and Procedures

## Parking Policy

Graduate students are considered “commuter students,” and are required to have a parking decal in order to park on campus. This decal can be purchased for the academic year (August through July) for \$100 from Campus Security. Annual commuter evening only permits may be purchased for \$50.

## Parking Regulations

Parking regulations are enforced 7 days per week, 24 hours per day. The following actions are prohibited:

- Parking on the front lawn.
- Double parking.
- Parking on lawns, grass, landscaped areas, sidewalks or other areas not set aside for parking.
- Parking in such a manner as to block traffic, parked vehicles or roadways.
- Parking in fire lanes, loading areas, emergency areas marked as NO PARKING ZONES, including areas marked with diagonal yellow lines.
- Parking in an area designated for registration decals other than the one displayed (for example, students in faculty spaces).
- Parking in visitors’ area with a Meredith decal.
- Parking an unregistered vehicle anywhere on the Meredith campus.
- Parking in a space reserved for residence directors.
- Fifteen-minute parking spaces may be used for loading and unloading only.

Students driving any vehicle on campus other than their registered vehicle must obtain a temporary pass at the Campus Security office

Parking fines are \$25; fines for parking in handicapped or fire lanes are \$50. Auto-boot and towing fines are \$50. Unregistered cars will be auto-booted and will not be released until all fines are paid. (An auto-boot is a device that clamps to the wheel of a car. Attempts to move a car with an auto-boot will result in serious damage to the car). No warning tickets are given.

Meredith College does not assume responsibility for any vehicle parked on campus.

## Inclement Weather

Meredith’s Inclement Weather Line: (919) 760-2384

Off-Campus Line: (919) 832-8878

In case of class cancellations resulting from inclement weather, Meredith College will run public announcements on local radio and television stations. Information about daytime and evening class

cancellations is available by calling Meredith’s Inclement Weather Line or checking with WRAL.

In the event that the College does not cancel classes, individual faculty members still have the option of canceling a class. All faculty members must include an inclement weather policy on their syllabi, as well as instructions to students regarding how to obtain information on any class cancellations.

## Alcohol and Other Drugs

Meredith College believes it essential for the well-being of all students, faculty and staff to maintain an environment free of alcohol and illegal drugs. In view of this belief, the Board of Trustees has articulated the policies below with regard to graduate students. Graduate students in violation of these policies may also be subject to penalties under North Carolina law.

### Alcohol:

Meredith College strongly discourages the use of alcoholic beverages. Graduate students shall not possess or consume alcoholic beverages on campus. A graduate student may not attend class while under the influence of alcohol. Any amount of alcohol on campus shall be considered “possession” and shall result in disciplinary action. Meredith students are expected to represent the College with dignity at all times. Inappropriate or illegal behavior on or off campus related to alcohol use may result in disciplinary action.

### Other Drugs:

Meredith College will not tolerate any student activity associated with illegal drugs on or off campus. Students shall not manufacture, possess, sell, use or deliver any controlled substances, counterfeit controlled substances or drug paraphernalia, as each is defined by the North Carolina General Statutes. Possession of drug paraphernalia that tests positive for any illegal substance will constitute possession of that substance. Any student suspected of a violation will be subject to a hearing before the Honor Council of Meredith College. If found responsible for a violation of this policy, the student may be suspended or expelled in accordance with the drug policy as outlined by the Board of Trustees.

Drivers deemed to be impaired will not be allowed by campus police to operate vehicles on campus. The threshold for impairment is very low (any alcohol or controlled substances previously consumed remaining in the body.)

## Smoking

Out of consideration for members of the College community who choose not to smoke or are allergic to smoke, smoking is prohibited in all Meredith buildings. We ask your cooperation in not smoking within 30 feet of any campus building.

## Solicitation

Solicitation by on- or off-campus persons, organizations or businesses is strictly prohibited unless authorized by the Vice President for Student Development or by the Director of Student Activities and Leadership Development. Any use of College facilities by off-campus persons for purposes of solicitation, even those sponsored by campus organizations, must also be approved. Under no circumstances are off-campus persons allowed to solicit door-to-door in offices or residence halls.

## Sexual Harassment

Sexual harassment encompasses any sexual attention that is unwanted. Any graduate student who experiences sexual advances by another member of the Meredith community that s/he considers inappropriate should discuss the matter with either the Director of Graduate Studies or the Vice President for Academic Affairs.

## Sexual Assault and Rape

The Meredith College community will not tolerate sexual assault or rape. Sexual assault is defined as any incident of forcing another person to perform a sexual act against his/her will. Force can be implicit through the use of threatening words, gestures or tone of voice, or explicit through actions of physical restraints. According to North Carolina state law, rape is defined as forced sexual intercourse against the will of another person. Rape is also considered to be sexual intercourse with a person who is physically, mentally or otherwise incapacitated (including incapacitation from the use of alcohol and drugs), when the person performing the act knows of the victim's incapacity.

Sexual assaults allegedly committed by a Meredith College student can be reported and adjudicated by the College Honor System. However, in cases of a concurrent criminal prosecution, the College defers to the criminal case. During a College on-campus disciplinary case, the accuser and the accused are entitled to the same opportunities to have others present during the disciplinary hearing. Upon request of the assaulted student, sexual assaults or rape committed by a student from another campus can be referred by the Director of Graduate Studies to that student's campus for judicial action.

## Weapons/Firearms

Possession of weapons/firearms is strictly prohibited on campus and at College-sponsored functions. Violators will be reported to campus police and the Honor Council.

## Using the Meredith Name and Logos

Designs for T-shirts and other items bearing the Meredith name must be approved by the Assistant Director of Student Activities and Leadership Development. All student organizations must complete a T-Shirt Approval Form and have it approved and on file. All copyright laws apply. Please contact the Office of Student Activities and Leadership Development at 919-760-8338 for

more information. Questions about the use of Meredith's seal or watermark should be referred to the office of Marketing and Communications at 919-760-8455.

## Security and Emergency Procedures

*Campus Police: Campus phone: dial 8888*

*Private phone: dial (919) 760-8888*

Meredith College employs the Campus Police Department to provide security services to students, faculty, staff and guests. Police and security officers patrol the campus 24 hours a day, 365 days a year. Officers use radio phones while patrolling the campus, investigating complaints, regulating traffic, controlling parking and supervising the fire prevention program.

## Medical Emergency

*Campus Police: 8888 [or (919) 760-8888]*

*Emergency Medical Service: 9-911 campus phone, 911 otherwise*

Campus police and security officers are trained in first-responder care. Medical emergencies should be reported to Campus Police (8888) immediately.

If at any time you believe it is necessary to call the Emergency Medical Service (911 or 9-911, on a campus phone), call the Campus Police (8888). They will contact the EMS and direct them to the site of the emergency. The person receiving the services of EMS will be responsible for all fees charged.

## Theft of Personal Property

Students who experience a theft or loss of personal property should alert Campus Police (8888 on-campus, or 919-760-8888) as soon as possible. Meredith is not responsible for the personal property of students.

## Fire Emergency

*Call Campus Police (8888 on-campus or 919-760-8888) after you activate alarm.*

If you discover the fire:

- Activate the nearest alarm.
- Get out of the building immediately if fire is threatening.
- Alert Campus Police.

*Other tips to keep safe in a fire:*

- Before leaving a room, check the doorknob to see if it is hot. If hot, do not open; go to the window and wait for the firefighters to rescue. Do not try to jump or climb down. (With the door closed, you are not in immediate danger).
- If smoke is beginning to fill the hallway as you evacuate, grab something to help filter the smoke. If you get caught in heavy smoke, crawl to the nearest exit.

- If fire blocks your nearest exit, go immediately to the next closest exit.

To ensure the safety of its students, Meredith College will periodically stage fire drills. During a fire drill, students should:

- Close windows.
- Turn off all lights except overhead.
- Close door when leaving room.
- Walk rapidly (do not run) out of the building. The first person to reach the door should hold it open for others.
- Wait for the signal to return.

NOTE: It is against the law to activate a fire alarm when there is no fire.

**Tornado Emergency**

A “tornado watch” means tornados are possible. A “tornado warning” means that a tornado has been sighted in the warning area. Campus Police have weather alert radios that emit an audible signal if the National Weather Bureau has issued a warning for our immediate area. Campus Police will sound the alarm for an alert.

In the event of a tornado alert:

- Go immediately to an interior, first-floor hallway or basement. Avoid areas with wide, free-span roofs such as the gymnasium.
- Close all first-floor doors for safety.
- Move as far away from windows and outside doors as possible.
- Take shelter underneath a desk or any heavy furniture available.
- Sit down on the hallway floor with your head between your knees, and cover your head with your hands.

**Security: A Shared Responsibility**

Although Meredith College takes seriously the need to provide a campus that is as safe as possible, each student must assume the responsibility for his/her own personal safety. No environment can be assumed to be totally safe, so each person must be constantly alert to his/her own safety and that of his/her peers.

The best defense is a good offense. To increase personal safety and security, students are advised to take the following precautions:

- Be aware of your surroundings. Avoid dark areas, and look for and report suspicious activity.
- Avoid walking alone to and from the outer parking lots after dark.
- Travel with a companion whenever possible.
- Lock doors to cars.

**Important Phone Numbers**

Four-digit phone numbers are reachable from campus phones.

When off-campus, use “760” as a prefix to the following:

Accounting .....	8363
BeeHive Café .....	8328
Belk Dining Hall.....	8377
Campus Events .....	8533
Campus Minister .....	8346
Campus Police and Parking.....	8888
Career Center .....	8341
Caryle Campbell Library .....	8531
Commuter Life/Special Services .....	8633
Counseling Center .....	8427
Disabilities Services.....	8521
Financial Assistance Office .....	8565
Graduate Studies Office .....	8423
Health Center .....	8535
Inclement Weather.....	2384
Off-Campus Weather Line .....	832-8878
International Student Adviser.....	8429
Learning Center.....	2800
Meredith Performs Box Office .....	2840
Professional Studies .....	8353
Registrar .....	8593
Student Activities &	
Leadership Development Office .....	8338
Supply Store .....	8545
Switchboard (on campus).....	0
Off-Campus Line.....	760-8600
Technology Services Help Desk.....	2323
Volunteer Services .....	8357

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# Meredith College Calendar: 2009–10

## Fall Semester 2009

Arrival of new students	August 15
Registration and Add/Drop	August 18
Classes begin	August 19
Last day to drop a course without paying	August 25
Last day to add a course	August 25
Labor Day Holiday—no classes held	September 7
Last day to make a grading change	September 16
Mid-Term	October 6
Progress Reports due at Noon	October 7
Autumn Recess	October 8–11
Classes resume at 8:00 a.m.	October 12
Last Day to withdraw from a class	October 21
Thanksgiving Recess	November 25–29
Classes resume at 8:00 a.m.	November 30
Last day of classes	December 2
Reading day; music juries	December 3
Final Examinations	December 4–10

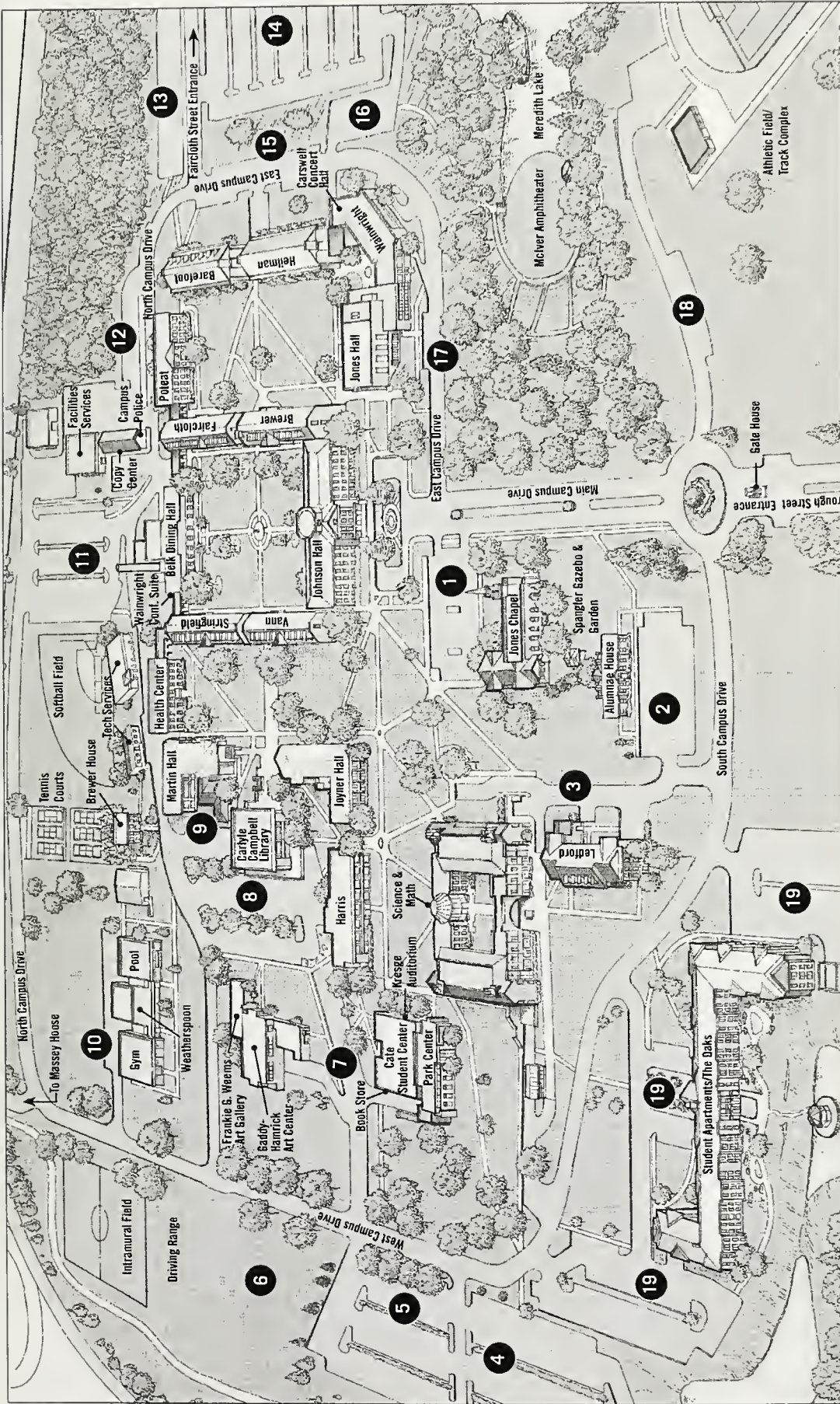
## Summer 2010

Classes will not meet Monday May 31 and Monday, July 5	
First six-week session (Day and Evening)	May 17–June 25
Second six-week session (Day and Evening)	June 28–August 6
First three-week session	May 24–June 11
Second three-week session	June 14–July 2
Third three-week session	July 12–July 30

*This calendar is subject to periodic review and change. Such changes will be distributed to the Meredith community and will be available in the registrar's office.*

## Spring Semester 2010

Registration and Drop/Add	January 12
Classes begin	January 13
Holiday-Martin Luther King Day	January 18
Last day to drop a course without paying	January 20
Last day to add a course	January 20
Last day to make a grading change	February 10
Mid-Term	March 4
Progress Reports due at Noon	March 5
Spring Recess	March 15–21
All Offices Closed for Spring Break	March 19
Classes resume at 8:00 a.m.	March 22
Last Day to withdraw from a class	March 26
Easter Recess	April 2–April 5
Classes resume at 8:00 a.m.	April 6
Celebrating Student Achievement (no classes)	April 22
Last Day of Classes	April 29
Reading day; music juries	April 30
Final Examinations	May 1–7
Commencement	May 9



### Parking Areas

- 1 Chapel Lot Staff and Visitors (Visitor spaces are marked) *Open 4 p.m. to 7 a.m. for Students*
- 2 Alumnae Lot Staff and Visitors (Visitor spaces are marked) *Open 4 p.m. to 7 a.m. for Students*
- 3 Ledford Lot Staff
- 4 P-6 Commuter, Staff and Apartment Visitors (as marked)
- 5 P-5 Commuter Lot
- 6 P-4 Commuter Lot (unpaved)
- 7 Cate Center Lot Staff — *Open 4 p.m. to 7 a.m. for Students*
- 8 Art Center and Library Lot Staff (Visitor and Commuter as marked)
- 9 Martin Lot Staff — *Open 4 p.m. to 7 a.m. for Students*
- 10 Gym Lot Staff and Commuters as marked
- 11 Softball Field Lot Staff (Seniors and Underclass as marked)
- 12 Poteat Lot (Underclass as marked)
- 13 G-2 Lot Underclass Students
- 14 G-1 Lot Underclass Students (Commuters as marked)
- 15 Heilman-Barefoot Lot (Seniors and Visitors as marked)
- 16 Wainwright Commuter Lot
- 17 Jones-Wainwright Lot (Staff and Visitors as marked)
- 18 Athletic Field Parking
- 19 The Oaks Student Apartment Parking





